

To wear the martyr's crown

Lothian Regional Council and the Secretary of State for Scotland are now locked in conflict, the full outcome of which will only become known later. In response to Mr Younger's ultimatum - pay back £30 million to the ratepayers or lose up to £47 million of Rate Support Grant - Lothian have refused to do anything. Grant is now to be withheld at the rate of £1.5 million a week. Lacking the legal power to raise a supplementary rate, and requiring government permission to bridge the gap by borrowing, Lothian will have to make the cuts eventually. The latest manoeuvres have been aimed at laying the blame for local cuts - the more unpopular, the better, the cynics will argue - squarely on the central Government.

The outcome of this week's events can only be watched with mingled horror and amazement by local authorities south of the border, and by those who work for them in major services like education.

If Lothian emerges as the leader of the martyrs and others like the Greater London Council or Sheffield follow resolutely on behind, the challenge to the Government will be clear-cut. Mrs Thatcher will not be the lady most people take her to be if she fails to take it up. Mr Heseltine soon has to make up his mind what to do - whether to go to Parliament for yet more coercive powers on the Scottish model, or go on trusting in his present battery of sticks and carrots. The trouble with his sliding scale, which already cuts RSG to overspenders, is that he is in danger of overkill. The IEA, for example, has already been deprived of so much grant that the threat to

withhold still more would not cut much ice. If, on the other hand, the local authorities cave in and make cuts of the order which Mr Younger is demanding, then all local services are in for another hammering.

What must give Mr Heseltine pause are the campaigns now being mounted by Tory-controlled local authorities like Buckinghamshire and Somerset. Because of the arbitrary use of 1978-79 as the base year for the Government's demand for a 5% per cent cut, these counties find themselves branded as overspenders. These are counties which of 1978-79 had already cut back a long way - too far in many respects. Three years later, far from counting to them for righteousness, their earlier thrift has made it impossible for them to get anywhere near the Government's 1981-82 target.

Now, armed with the testimony of Price, Waterhouse Associates, the international firm of chartered accountants, Buckinghamshire will try to prove to the Secretary of State that there is no feasible way in which it can meet his standard, even after more damaging mid-year cuts have been piled on.

The Department of Environment will have to respect this argument, backed up, as it is, with evidence of population rising against the national trend. But the more Mr Heseltine presses - and the more exceptions he has to allow - the sooner the balloon goes up with the truly recalcitrant, left wing, authorities who quite relish proving their credentials by taking on Whitehall.

Getting in and getting on

The publication of A level results this weekend signals the start of the most traumatic competition for higher education places since Robbins. Soon, aspiring students will know whether missed grades have cost them places, or whether clearing will offer second chances. And the rest of us will know better



how far the Government's cuts in higher education spending, as interpreted by the University Grants Committee, have already cast their blight on the nation's academic sixth-formers in this peak year.

For 18-year-olds who believe that their future success and happiness depend on the events of the next four days, it may be salutary - win or lose - to consider what happened to the class of '77. As official figures for 1980 shortly to be published show (page 00), 7.6 per cent of last summer's university graduates were still believed to be seeking permanent employment at the end of the year (compared with 4.4 per cent the year before), and the percentage of still unemployed polytechnic graduates had jumped from 5.8 to 9.4 per cent over the same period. The university careers advisers expect the position to be worse for this summer's graduates.

Until these figures appeared, it had looked as if graduate job prospects were holding up pretty well against the rising tide of unemployment. The conventional wisdom, supported by statistics on subsequent income, has been that higher education was a worthwhile investment. Is this ceasing to be so?

The first observation to be made is that graduates could not expect indefinitely to be immune to the ills that the rest of the population and its economy are heir to. And few will

doubt that they still have a head start, even if it means lowering expectations.

It is also worth analysing degree subject pointers to job-seeking success. It was to be expected that men arts graduates would be the going hardest (13.5 per cent jobs) compared with women studying the same subject - who may have settled for secretarial work or the applied sciences (5.3 per cent) to whom everybody knows the country department. But surely pure scientists are fairly well placed, and their record for 1980 barely kept pace with the outmoded social sciences. If relevance is to be the criterion in these times, it would be easier to keep faith with that dogma if the overall record of polytechnic graduates, in spite of all the links with industry, were not worse than university graduate figure.

The lesson to be drawn from this by a hopeful class of '81 is that higher education regarded simply as a short-term investment may prove to be a disappointment, but it is probably still pay off economically, in the long run. That it pays off in other, less tangible but not less important ways, goes without saying. In a world where the whole nature of employment and its part in the social system is under searching review, it may be the time once again, to reemphasize the lasting cultural benefits of higher education.

No comment

"Dear Sir, Further consideration has been given to this application for financial assistance but I regret that this course is not considered to be appropriate to the current local and financial assistance has not been granted. Yours faithfully, Director of Education." Reply to a teacher from a London borough applying to attend the recent Change in Schools on "Schools & Employment in 1980s", dealing especially with unemployment and the school responses to it.

Platform

Subject for reexamination

by William Frearson

As a sixth form college principal looking for ways to broaden the curriculum provision in my own college, I confess to being impressed by some of the vocally oriented courses offered by further education and denied to me at the moment because of different regulations governing the education of the 16 to 19 age group. I applaud an award system which enables students to collect units until they have the requisite number of passes to proceed to higher levels of qualification within the same subject area. For certain students set on a particular career path, this is an excellent approach.

By the same token, there are many students in our sixth forms with no desire or inclination to restrict their options of study in a narrow vocational sense. They have followed CSE courses in their secondary schools and now wish to gain further appropriate qualifications in order to proceed to higher education or indeed need the necessary certification to embark on a particular career.

The acquisition of a number of CSE certificates at a minimum of Grade II which is equivalent to O level Grade C or better is of immense value. As preparation for the world of work many students have found CSE courses an acceptable and demanding study pattern, and this is evidenced by the large numbers of students successfully completing courses and taking a variety of jobs.

Opponents of the CSE may well ask if this is so; why shouldn't these students take the O level if this is once has shown that many of the students who have followed courses at CSE respond to the style and approach of this type of learning and need to continue with the pattern. Some students find difficulty in storing up large amounts of information and facts, and then recalling this learning on a particular day in the

to a balanced curriculum. In some circumstances, there is no reason why the CSE could not be offered as a grouped course with certain components of the course being awarded unit passes which will give entry to higher levels of course-work in further education. If this could be achieved, then it would be necessary and a major step forward, to allow some of the problems faced by the educators and administrators responsible for this age group by removing the separate pattern of provision for students in school to further education.

The present sixth form curriculum with many abilities and ambitions and so course provision may be as varied as possible to account for their wide diversities. What we need now is not a vocational examination, but a suitable national framework in which the present examinations at 16+ including CSE fit an agreed validation criteria. Given national validation this will then command recognition and acceptance. All schemes should contain a common core of learning and then students would have the opportunity to "pick and mix" from different curricular elements, and appropriate and continued career guidance.

By this method, we will overcome the worry that the proposed new examination will be too narrowly related to the concept of work which in this day and age could well be into a blind alley. In view of the high level of discontent engendered by the present system and registered by so many teachers, I urge that a new national framework should be set up to compare the combined merits of the Keogh and Mansell reports; to examine the CSE contribution made by the CSE Boards through the pilot schemes and the relevant courses offered by further education, and ultimately to provide a flexible, uniting curriculum structure which will allow students further their education and career prospects in an ever changing world.

It is absolutely clear that a framework can be built with CSE whereby proper attention can be given to communication, mathematical studies, careers education and other studies which could include the vocational element, and would lead

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And after A levels? A look at the prospects for sixth-form leavers

Right grades a must for campus places

by Biddy Passmore

More than 200,000 A level candidates up and down the country will get their results this morning.

Those who get the precise grades demanded in conditional offers from universities - tougher this year, because there are more than 6,000 more home applicants - have no need to fear. Despite some early rumblings from universities hardest hit by the recent allocation of cuts, such as Aston, all universities have now promised to honour their conditional offers.

But as reported on page one, will honour them only if the grades are precisely right. Any downward variation in one or two subjects,

even if it is offset by high grades in others, may get candidates relegated to the reserve list.

The chances of a university place for those sixth-formers who fail to make the grade or who have simply left their application late are slim. The universities have already made 9,000 more conditional offers this year than last. Very few successful candidates will turn down a place when there are few job alternatives. It therefore seems certain that far fewer places than usual will be left for the clearing system run by the Universities Central Council on Admissions (UCCA).

Last year about 24,000 candidates

applied for places through clearing, of whom 9,000 got places - nearly 10 per cent of the total intake. This year relatively few will be successful as universities which have received harsh treatment from the University Grants Committee use the opportunity to make last-minute cutbacks without breaking legal commitments.

UCCA faces a massive task, as it swings into the most hectic part of the operation of matching universities' requirements with applicants' achievements. In all, it has received more than 163,000 application forms this year, 150,000 from home students and the rest from overseas. Its task is made more difficult by

the fact that, just as the axe comes down on university spending, the number of 18-year-olds in Britain is reaching its peak. Between 1980-81 and 1982-83, it will rise from 906,000 to 914,000 before falling away again.

The university vice-chancellors' committee has estimated that this will make the age participation rate - i.e. the percentage of 18-year-olds in universities - fall from 8.7 per cent in 1979-80 to 7.5 per cent by 1984, which means that one in seven candidates will have been deprived of places by that date.

Bank slams till shut on major source of jobs for leavers

by Bob Doe

One of the biggest single sources of employment for school leavers was the slush this year by more than three quarters. The main banks will take on only 6,000 or 7,000 new recruits instead of their usual 30,000.

This cut is mainly the result of over-recruitment by banks in recent years. During the recession staff turnover has been much lower than normal and the banks have been caught out by their practice of recruiting for vacancies expected the following year in the autumn before pupils leave school.

The Midland Bank has put a ban on all further recruitment for the time being whereas in 1979 they took on 6,000 school leavers. National Westminster are taking on only 2,000 compared with 8,000 last year. Barclays 2,500 instead of 7,000 and Lloyds 2,000 instead of 4,000.

Personnel officers from the banks will continue to visit schools to talk about opportunities in banking in the coming year however. Usually, four O levels are the minimum requirement.



Sculpture prize Rose Cox, aged 24, of St Martin's School of Art, won this year's £750 Sykes Prize with her sculpture, "Researches from Nature".

Defence group set up after four are suspended

Teachers in Salford on Merseyside have set up a defence committee to support four of their colleagues suspended from Litherland High School.

Litherland was named by the anti-racism group STOPP earlier this year as a school with one of the highest number of racist incidents in Britain after the suspended teachers, Mr Alan Corkish, leaked details of the 1,800 cases of corporal punishment a year.

The school was also criticized in recent reports from HMI and from Salford education officials for its use of corporal punishment.

Mr Corkish was reprimanded by the school governors earlier this year for passing on information. Now they have called for Mr Corkish to be sacked and three teachers who have supported Mr Corkish have been suspended.

because of the stand they had taken against excessive official and unofficial corporal punishment at the school.

Governors of the school have brought six new charges against Mr Corkish. These are said to include allegations of unprofessional conduct, publicising events at the school to the Merseyside Anti-Racist Alliance and local community relations council, and allowing his own political views into the classroom.

Mr Corkish denies all these charges. His appeal against the governors' decision that he should be sacked is due to be heard on August 27.

The defence committee also claim the other three teachers have not been told why they have been suspended.

Salford would not tell THE TES why they had been suspended or confirm the charges against Mr Corkish. Mr Ian Smith, deputy education officer, said, "Any employee properly suspended would have received a letter setting out the details."

Universities opt out of clearing

by Sandra Hempel

Some universities will not use the clearing system at all this summer, and others confirm they will be taking a tougher line on conditional offers.

Brunei's department of computer science has written to applicants explaining that, unlike previous years, high point scores will not necessarily guarantee a place. Two grade 'A's and one grade 'D' will not automatically satisfy a conditional offer based on three grade 'C's.

Bristol University will be taking a tougher line with candidates holding conditional offers and will probably not go into clearing this year. Bristol normally gets 40-50 students through the clearing system.

At Exeter a special committee chaired by the vice-chancellor is in permanent session to vet all requests from departments to vary the terms of conditional offers. "The answer will normally be 'no'", said a spokesman.

Manchester will not vary the terms of offers and will not go into clearing this year, while Sussex is hoping to reduce intake by 50 students through tougher policies on conditional offers and forfeiting its normally small reliance on clearing.

Sheffield and Leeds might not go into clearing, at least in some departments, while East Anglia, Keele, Reading and Cardiff expect to make less use of the system.

"I think the crunch is coming for UCCA", said one registrar. "In the long term the system must change. Clearing might well disappear or less dependence on it might lead some admissions tutors to rule the conditions of their offers much tougher and then hope to pick up some really first-class candidates from clearing if their intake falls short."

Calling on universities to stand up to the Government, Hank Hastings, National Union of Students' vice-president, said "The hopes of many thousands of young people who are relying on the clearing system for a university place will be dashed as a result of universities' heavy and timid decisions."

THE TES

High street information on courses

Sixth-formers who get a pleasant or unpleasant surprise when their A level results drop through the letter box can go along to their Local Advisory Office for help.

These 6-700 centres, which together form the Government's Further Education Information Service, can be found in each major town or city, usually in the careers office. They have officers to give advice and lists, updated every fortnight, telling young people what advanced courses in polytechnics and colleges are still available. And they are open now.

Three weeks ago, there were plenty of vacancies left on courses ranging from accountancy to urban planning. Taking subjects at random, there were still vacancies at 24 polytechnics in electrical engineering, at nine polytechnics and two colleges in accountancy, seven polytechnics and 11 colleges in French, 13 polytechnics and seven colleges in psychology and 21 polytechnics and two colleges in law.

Thus for those who do much better in their A levels than expected, there are still plenty of opportunities - and some Local Advisory Offices also contain information on university places available through clearing.

In all, polytechnics expect to admit between 30,000 and 35,000 new students to degree courses this autumn, a slight increase on last year. Since the polytechnics and colleges have no equivalent to UCCA, applications for places are made much later, nearly half coming in after Easter. Registrars must therefore gamble heavily on the number of offers they should make. But, after today's results come out, all will have spaces left.

A level candidates who learn that their grades may be too low to secure the university place offered are reminded by the Central Register and Clearing House this week that three year honours degree colleges are still open in most of the 62 colleges and institutes of higher education.

Vacancies also exist on Bachelor of Education courses in institutes and polytechnics but besides usual degree requirements candidates must have O levels in maths and English.

Reprimanded head quits

A head teacher who was reprimanded by his local education authority over his conduct on a school trip has resigned.

Mr John Chilton, head of Littleborough High School, a mixed school for 11 to 16-year-olds with 840 pupils, has been told he will receive a year's severance pay and the opportunity to receive a training grant from the authority to take on a new career.

His resignation comes after an inquiry into allegations about his conduct with two girl pupils on a school trip to Switzerland had cleared him. However, governors recommended he should be reprimanded even though the allegations were rejected. His decision was later upheld by a disciplinary sub-committee of Rochdale's education committee, which prompted Mr Chilton's resignation letter.

Mr Chilton's post will be taken over by the school's deputy headmaster, Mr N. C. Barnes, until a new appointment is made.

Job fears as council stands firm

by Willis Pickard

Still defying the government's demand for spending cuts, Lothian region is set to lose £47 millions in Rate Support Grant and must make immediate savings to avoid a cash crisis. The decision this week by the Labour-controlled council of Scotland's second largest region which includes Edinburgh will mean a reduction by half of the weekly RSG payment of £3 million from next Wednesday.

Amid gloom predictions of redundancies - not least among teachers - the council rejected a compromise plan by the Secretary of State for Scotland, Mr George Younger, under which the penalty of £47 million would be reduced to £30 million if that sum were repaid to rate-payers. But by 25 votes to 23 the council decided on Tuesday against any change in the rate level.

So far no package of council spending cuts to meet the cash shortfall has been put forward. An attempt is being made to borrow money from outside sources to meet the deficit, but in Scotland that needs government permission, which would not be forthcoming for anything like the full amount of lost RSG. Levying a supplementary rate is not allowed under Scots law.

Public service unions, including the Educational Institute of Scotland, which represents three-quarters of Scotland's teaching force, have given notice that they will take industrial action if the council embarks on a cuts programme. A document prepared by eight unions last month suggested that a budgetary cut of £40 million halfway through the year could be achieved only by sacking between 11,300 and 13,600 employees. A cut of £20million would mean job losses of between 5,600 and 6,000.

The document estimated that up to 3,800 teachers and janitors would have to go to achieve the £40 million target, and just under 2,000 to help save £20 million. The unions concede however that redundancies would not be applied on a strictly pro rata basis across the council's staffing strength.

Early stages in the battle over next year's rate support grant have revealed that the Government is prepared to shift policies in favour of the inner cities and particularly London, writes Sarah Bayliss.

For example, officials have apparently accepted an argument from town hall leaders that black children and the socially disadvantaged in big cities cost more to educate than was recognized this year.

In an unpublished paper from the Grants Working Group - made up of local officers and central officials - the weighting for non-white children and children born outside the United Kingdom has been doubled.

There are four other important changes in the "grant related expenditure assessments" - GRE's - for education. These GRE's are Whitehall's national assessment of what local authorities need to spend and are a key part of the new block grant distribution of rate support grant. They matter because councils who spend over their GRE's lay themselves open to penalties.

Taken together, the five changes cut the county councils GRE total by roughly £25m while the London boroughs stand to gain £3m and the Inner London Education Authority gets a big boost to its GRE of nearly £4m. The metropolitan authorities total GRE remains roughly the same.

The other four changes improve the assessments for nursery provision and for special school provision and increase the assumed number of children in ordinary schools who have special needs. The only advantage to the shires is a change in the assessment of debt charges.

See "Councils brace themselves" page 4

Initiative and flexibility are cited as big employment assets

Graduate job prospects gloomy but . . .

by Biddy Passmore

The unemployment picture, which darkened last year, will be blacker still for this summer's graduates, up to a fifth of whom may still be seeking jobs at Christmas.

However, last year's increase was not so steep as university careers officers had feared. Official figures for 1980, to be published next week, show that 7.6 per cent of last summer's 67,000 university graduates and 9.4 per cent of the 19,000 polytechnic graduates were still believed to be without a job on December 31, compared with 4.4 per cent and 5.8 per cent the previous year. It had been widely expected that the figures would double.

For this year, Mr Tony Raban, chairman of the Association of Graduate Careers Advisory Services, has predicted a 50 to 100 per cent jump in the graduate unemployment rate, bringing the level to between 15 and 20 per cent.

But Mr Brian Pitt, director of the Central Services Unit for University Careers Advisory Services (CSU), thinks that may be unduly pessimistic.

"The situation will almost certainly be worse than 1980," he agreed this week. "But we're hoping there's still

enough activity around that 20 per cent won't be reached. After all, we are talking about people with initiative who are less static than other groups of people looking for jobs. And graduate unemployment is never going to be anywhere near the 50 per cent for school-leavers."

He said the position for this summer's graduates appeared to have picked up at the last minute, perhaps because some employers had been too uncertain about their prospects to plan ahead. But many more graduates were leaving the country to take temporary jobs abroad.

The CSU publishes a fortnightly list of vacancies at this time of year, which still has several hundred job opportunities on it. They are a mixed bag, with electronic engineering the only major sector where the demand for graduates is still clearly not satisfied. But, surprisingly, every employer still offering a job is inundated with applications.

What advice can Mr Pitt offer to last-minute job-seekers? "Employers want people who demonstrate initiative and analytical power - and if that spills over into not being afraid of numerate activity, let that be known," he says. "It doesn't mat-

ter what subject you've read, the important thing is to be fairly flexible - although that doesn't override specific requirements, of course. It's a good idea to put some imagination into the way you present your covering letter and to have four or five applications going at once.

One group of graduates who seem to be flexible is women. Last year's female graduates did slightly better than their male counterparts in the employment stakes. At universities, 7.8 per cent of women were still unemployed six months after graduation, compared with 8.8 per cent of men (the difference at polytechnics was much smaller). And in arts subjects where unemployment was highest, only 9.4 per cent of women university graduates were jobless compared with 13.5 per cent of men.

With the decline in teacher training, which used to account for well over half of the women taking further studies, it had been feared that prospects for women might become worse than those for men. But women have moved into other professions, like law and accountancy - and they tend to be more willing to consider jobs like secretarial work which men rule out.

How the picture blackened between 1979 and 1980									
		1979		1980					
New graduates believed jobless at December 31			%		%				
		Universities	4.4	7.6					
		Polytechnics	5.8	8.4					
New graduates jobless at December 31 of those whose destinations were known		Universities	4.0	8.4					
		Polytechnics	7.3	11.8					
Note: A much higher proportion (20%) of polytechnic graduates than university graduates (10%) do not reveal their destination.									
How university graduates fared according to sex and subject									
New graduates believed jobless at December 31		Arts subjects		Social studies		Pure science		Applied science	
1979	1980	No.	%	No.	%	No.	%	No.	%
	Women	720	13.5	1,008	9.1	1,040	9.5	508	5.3
	Men	480	8.4	656	7.4	391	5.5	59	8.3
	Women	871	8.1	592	5.8	823	5.4	221	2.4
	Men	614	5.9	325	5.3	218	4.5	26	3.3
Note: Figures are not available for polytechnics in a comparable form.									

Volunteers urged: stay out of school meals service

by Mark Jackson

Voluntary organizations are being warned not to get involved in providing school meals in areas where education authorities are cutting the service. The warning comes from a working party set up by the National Council of Voluntary Organizations.

Its report strongly condemns the authorities who have stopped offering full meals, and says that the alternatives are failing to meet the health needs of children and hamper-

ing their ability to benefit from education. And it says that all the options which replace the traditional schools meals cost parents more.

The working party warns that voluntary organizations may be asked to help supervise children or serve food in place of school meals staff, and that it is also being suggested that they should run self-financing co-operatives to cook meals in school kitchens.



Pulling together: Coached by Colin Warrington, Cheshire's Rainbow Youth Club team wins the National Association of Youth Clubs' tug-of-war championship.

Councils braced for Heseltine's new law . . .

Legislation to curb the financial independence of English local government is likely to be proposed by Cabinet ministers "within just a few weeks," according to leading Conservatives in the local authorities.

Such moves - the precise details of which are not yet known - are being bitterly opposed, almost without exception, by Conservative and Labour representatives of the Association of County Councils.

Mr John Lovell, Conservative leader of the ACC and chairman of the policy committee said at an executive council meeting last week that he had defended the autonomy of local government at a meeting with Mr Tom

King, junior environment minister, at the Joint Consultative Council on local government finance.

"I suspect that within just a few weeks we will be engaged in consultations on this matter," said Mr Lovell, leader of East Sussex county council.

In June, Mr Michael Heseltine, the Environment Secretary, had said the Government was considering legislation "to bring home to local authorities and their electorates the consequences of high spending policies."

Accordingly, the ACC had made "the strongest representations to the Government against any further en-

croachment on local authority autonomy," Mr Lovell told the executive.

The unity of the ACC was broken by Mr Ian Coutts, chairman of the ACC's finance committee, who blamed Labour authorities for irresponsible high spending, thereby prompting the Government to take action.

The revised budgets exercise this summer, which asked councils to spend 5.6 per cent less this year than in 1978-79, would not have been necessary "if all local authorities were responsible."

Mr Coutts, a leading member of Norfolk County Council, said he had seen the preliminary budget returns

about three quarters of all councils had submitted them by the deadline of July 31. "I find that the vast majority of Conservative controlled authorities have made every effort to reduce spending."

But, he said, Labour-controlled authorities had actually increased their expenditure, almost without exception. He suggested it was their fault that the Government was now resorting to legislation.

Mr Dennis Pettit, Labour leader of Nottinghamshire pointed out that it was ACC policy to oppose spending targets for individual authorities and that they had a right to pursue the policies on which they were elected, regardless of such targets.

He feared that drastic legislation was imminent. "Do you really think that what they're doing to Louth today they won't do to England and Wales tomorrow?"

Mr John Stanciliffe, a Tory member from Hampshire, said the future of local government was at stake. He feared that the Government would take major powers and the counties would "degenerate" into operating like health authorities.

After the JCC meeting last week Mr Tom King, junior minister, told the press that while no date had been fixed, any Government measures in the coming session of Parliament "will be very much influenced by local government's efforts to meet their standing targets."

It is understood that a statement from Mr Heseltine is most likely on September 17, the date of the next JCC meeting. Replacement of the rates by a local income or poll tax now seems unlikely because of different objections from ministers. The Prime Minister, for example, is fundamentally opposed to any new income tax.

The most extreme, but perhaps the simplest measure, would be to prescribe the expenditure of each authority so that its spending target was imposed by Whitehall by law.

Sarah Bayliss

Mother's fight to restore special grant

by Diane Spencer

The mother of a 16-year-old autistic boy is fighting to keep her son in school she helped to found and which named after him.

Mrs Pat Minshull of Magdalen, Merseyside, helped to raise seven thousand pounds to build the 2,000 place residential school in Southport, which was opened in 1974 and named Peterhouse after her son.

She only learned of the authority's decision to stop paying the £5.6 yearly discretionary grant in June seven weeks before the end of term. She was heartbroken because Peter had been making such good progress.

Mrs Minshull enlisted the help of Sir Harold Wilson who is the patron of the school and she appealed to Mr Mark Carlisle, against the decision. As her son needs constant supervision, she has given up her job as a secretary.

Mr Ian Smith, deputy chief education officer of Sefton, said this week that the authority was "anxious to strike attitudes at this stage." We are open to the Secretary of State's guidance and we are very grateful to have an independent and objective assessment of the situation," he said.

The Advisory Centre for Education, the pressure group, and Mind, the campaign for mental health, recently launched a campaign reminding parents of their right to have their children educated up to 19.

Mencap, the National Society for Mentally Handicapped Children and Adults, has written to all education authorities asking them about their policies on offering places in school or further education colleges for handicapped children beyond 16. It is clear from replies that some education authorities are unable or unwilling to allow children to be educated until 19.

Teachers of 'expansion era' least satisfied with training, says survey

by Bert Lodge

Teachers who qualified between 1969-74 - when the rapid expansion of colleges reached its peak - are more dissatisfied with their training than any other group qualifying in the last 40 years, according to research by a Trent Polytechnic lecturer.

It is only with preparation to teach science that the 1969-74 group are more content than the remainder of the sample.

All age groups agree that the teaching of gifted children was the most neglected area in their course. Dr Michael Bassey, reader in education, asked 131 primary teachers what they thought of their college training. The earliest came out of college in 1942, the latest in 1978.

While just over half thought it had been good, 46 per cent classified it only as middling or inadequate. When the sampling was broken down into 22 specific questions - on the effectiveness of their training in teaching children to read, do sums, take other subjects across the curriculum, handle slow learners or gifted children and keep order in the class - the poorest view on every area but one, the teaching of science.

Those at college between 1942-61 had the most favourable recollections. This was a period of only leisurely expansion, in spite of the inevitable boost in recruitment when the war ended. From about 9,000 teachers a year coming out in 1947, the figure increased to about 18,000 by 1961.

But then the system virtually exploded. In the next 10 years, the output more than doubled, reaching 42,000 a year by 1972. Dr Bassey points out that satisfaction of students with their training went down in proportion and quotes a National Association of Schoolmasters report

of 1965: "... the current rapid expansion of the intake into the colleges of education unaccompanied by a parallel increase in the facilities for housing and training will undoubtedly result in falling standards of teacher training."

Dr Bassey remarks: "This seems to be borne out by the present survey. Happily the assessment of the 1975-78 generation is more favourable than assessments of the period of expansion."

His findings show that this group are more satisfied with every aspect of training than were the 1969-74 group. "This accords with an impression of recent improvements in the professional side of teacher education. This new emphasis on professional studies has followed the academic emphasis of the expansion years."

One element of training valued highest by the 1975-78 group is advice from class teachers. By contrast the 1942-61 group rated this slightly less beneficial than did others in the sample although a good majority of all groups rated it highly.

Advice from college tutors was thought less impressive by all but the oldest group. While three-quarters of the 1942-61 group thought this had been good as did half of the 1963-68 group, about 60 per cent of students from 1969 onwards could only classify their tutors' advice as middling or inadequate.

In his conclusion, Dr Bassey points out that although the opinions of 131 teachers are "rather a small window for surveying 40 years of teacher training" quantitative evidence of teacher opinion about training is extremely sparse.

131 primary teachers' opinions about their college training. By Michael Bassey, Centre for Educational Research Trent Polytechnic, Nottingham. 50p.

Cash troubles threaten Third World schools

By Hilary Wilce

Education in the developing world is threatened by the worsening economic climate of the 1980s.

Higher oil prices, slower industrial growth and changing international trade patterns are forcing governments to adopt harsher budgetary policies, and spending on "soft" areas such as health, education and nutrition is in jeopardy.

But indiscriminate cuts will create problems in the future, the World Bank warns in its influential *World Development Report 1981*, published this week.

Human development programmes provide the skills that countries must have for long-term development, the report says. Countries which in 1960 had high literacy and life expectancy tended to grow faster in the 1960s

and 1970s. In contrast, today's population problems are the result of inadequate development in the relevant areas in the middle of this century.

The bank suggests cutting costs, making programmes more efficient, and spreading the benefits of developments as widely as possible, in order to make the most of resources.

Savings can be made by charging for services such as university education, and by encouraging communities to build and maintain their own schools.

But overseas aid has a vital role to play in helping poor countries to develop basic services, most particularly by financing non-salary recurrent expenditures - textbooks, for example, and chalk and paper.

Armchair guide to 1944 Act and Churchill's views on it

by Biddy Passmore

"I went to see the head of the Treasury, and in his club... and we sat down in those big armchairs you have in clubs and discussed it. And he said, 'well, you've got so far and it's a constructive measure which cannot but improve the skill of Britain.' And I think the Treasury took the very broad-minded view that to enlarge our skill was good investment."

That was how Lord Butler got the money for his Act. No meeting "out-with Cabinet ministers. No pleading for a penny here in exchange for a cut there. Just a gentlemanly agreement reached in the leather-recesses of a gentleman's club."

This and other glimpses into the origins of our present education system are to be found on a new Open University tape, in which Lord Butler sets his views on a variety of

subjects - including Churchill - in his gravelly, patrician voice.

He reminds listeners of things that are often forgotten today. He proclaims his passion for Bill in direct defiance of Churchill, who had written to him in 1941 saying he certainly couldn't contemplate a Bill because there was no knowing what the economic state of the country would be when the War was over. It was wartime evacuation that helped the Bill along, because people in the country were "rather shattered" when they realized what conditions were like in the inner city. And the biggest single problem he had to contend with was the "controversy between the religious denominations."

He sets the record straight on the 11-plus and the grammar schools. It wasn't the 1944 Act that set up the three types of school - it was the White Paper of 1943 that suggested



Multinational voices: Children at St James' Language Centre, Croydon, made a last-minute attempt to save their school from closing at the end of last term. Despite widespread protests, the education authority decided to divide the centre between a junior and a secondary school outside the town centre and use the language centre premises for a youth opportunity scheme which will start in the autumn.

Spelling it out with greater ease

by David Ross

An international conference sponsored by the Simplified Spelling Society has called for major reforms in our system of spelling.

Mrs Valerie Yule, a psychology lecturer at Aberdeen University and the organizer of the Edinburgh conference said there were two particular reforms the conference believed should be introduced. Spelling should be reformed so that the letter "e" is used to represent the phonemic "ee" as in the word "bet." Applying this rule would become "hed", any word would become "eny", friend would become "frend", and so on.

The conference also thought that our spelling system could be made a lot simpler with the implementation of the use of the letter "y" instead of "ph" where ever the sound "y" occurs. And Mrs Yule thought the reforms should not necessarily be implemented on individual names as they were the personal property of the person concerned. The conference's patron was the Duke of Edinburgh whose attitude to this proposed reform had not been established.

Youngsters offered a challenge in the wild

by Diane Spencer

A Bristol community worker hopes to launch a scheme to send an expedition of several hundred young people to work for a year in underdeveloped areas of Guyana.

Mr Roy De Freitas, director of the Trinity Church project, is leaving for Guyana to continue talks with the Government about ways of setting up and financing the project. He has already discussed the idea with the High Commissioner for Guyana in London.

This expedition will be the first of Project Hammerhead, through which Mr De Freitas hopes to establish agencies in other countries to take young people for voluntary work.

The expedition's main task will be dredging and widening rivers so the interior of the country can begin to be developed.

Mr De Freitas said: "I'm taking all I can get that's suitable; we don't

want those who will play the ass. They will have to be fit and show willingness to surmount difficulties." He said the church centre had been running Youth Opportunities Programmes for the past 12 months, but there was no future for the boys and girls once they had finished. "They are disenchanted, disoriented and disaffected - the net result of YOP is bloody riots."

Already between 40 and 50 young Bristol people, both black and white, are interested. Many were on the Youth Opportunities Programme.

Mr De Freitas is looking not only for young unemployed people, although the scheme is designed mainly for 17-year-olds who are waiting for further education courses or to be old enough for government training scheme. Ex-servicemen, doctors, teachers, surveyors and nurses will be welcomed.

Residential courses

A calendar of residential short courses that will be available next winter has just been published by the National Institute of Adult Education. Courses include practical subjects like car maintenance.

Protest mounted over theatres' loss of grant

Schoolteachers in the south-east have joined in the protest against the Arts Council's decision to withdraw its grants to the National Youth Theatre and the Shaw Theatre Company.

An ex-member of the NYT who now teaches in a Surrey school presented a petition to the council this week containing signatures from teachers in more than 150 schools.

Mr Richard Burge, who acted with the NYT for six years and now teaches biology at King Edward's School, Witley, Surrey, canvassed schools who used the theatres regularly. In a letter to Sir Roy Shaw, chairman of the Arts Council, he said the NYT and the Shaw Theatre were "instruments of education."

Teachers also added their comments to the petition. Mrs K. M. Davies of St Mary's Catholic school, Bishopstoke, said: "Why should the quality of life suffer for the second mistakes of the Government?" Mrs S. E. Johnson of Raine's Foundation school said: "It seems to me that the Arts Council is withdrawing support from an organization, it should be doing more to encourage."

World-wide work shortage predicted. Hilary Wilce reports

Morale sinks as jobs go

Teacher unemployment of "alarming proportions" is predicted in an international study published this week. The report, from the International Labour Office, says that an already demoralized teaching profession is being further squeezed in the pincers of falling rolls and government spending cuts.

In England and Wales in 1980 there were 9,800 primary and secondary teachers registered as unemployed. In Australia, a shortage of between 40,000 and 70,000 teaching jobs has been predicted for 1985. The Netherlands expects that the number of primary teachers out of work will rise by about 4,000 a year until 1986.

This is on top of already high levels of unemployment. Canada, Belgium and West Germany all had more than 10,000 teachers out of work, and even planned Communist economies recorded teacher surpluses. In 1980, Yugoslavia had 500 more teachers than it could use.

The groups most vulnerable to unemployment are newly qualified and temporary teachers. Women part-time teachers are often the first to lose their jobs when posts disappear. At present, primary teachers are hit hardest by falling rolls, but secondary teachers will also soon be feeling the squeeze.

As a result both of this job insecurity and a general sense that governments are not backing education systems very strongly, teacher morale is low, the report says. Experienced staff are turning to other jobs, while those staying in the profession are losing interest in their work.

In some countries a definite difference is emerging between the large numbers of teachers over 30, and their much-reduced number of younger colleagues.

Applications still high following OU fee rise, but fewer take up offers

by Bert Lodge

Applications to study at the Open University from 1982 are up by nearly 3,000 on last year's total despite the 46 per cent rise in fees imposed last January.

The percentage of teachers applying is not known yet, but if the trend since the university opened 10 years ago of a steady drop each year is followed, then about 15 per cent of this year's applicants will be teachers. In 1971, the university's first year, the figure was 30 per cent.

Fees went up last year from £67 to £98 following a cut in Government grants to the OU. Summer school fees went up from £62 for the week to £75.

This year's applications number 45,882 compared with 43,016 last year. A record number of 24,600 places will be offered.

Where the fees do appear to have made a difference is in the falling percentage of inquiries which are followed through to become applications. Though the university has recorded a sharp rise in inquiries, 102,000 against 84,000 last year, the conversion from inquiry to application has dropped from 51 per cent last year to 45 per cent this. The downward trend began in 1977 when 60 per cent of inquiries were followed by applications.

Parents of sixth form 'part-timers' protest to Carlisle

Kent County Council, under fire for refusing to let two girls join the sixth form of a prestigious boys' grammar school, has said the girls may take some courses at the boys' school - but they cannot be registered as full-time pupils.

The girls' parents have now written to Mr Mark Carlisle, the Education Secretary, to complain that the authority is acting unreasonably. They say the ban will spoil their bright daughters' chances of getting into Oxford.

The two girls, Victoria Keates and Sam Grkin, wanted to study at Chatham House Boys' Grammar School because some of the A level courses they wanted to take were not available at local girls' schools.

Chatham House has a 15-year tradition of taking a couple of girls into the sixth form each year - a tradition which had apparently escaped the notice of Kent County Council, which has a policy of keeping a certain number of schools single sex.

When the girls' applications were drawn to the attention of the education committee, permission was therefore refused - even though the school's headmaster, Mr. Brian Drury, was happy to take them.

The education committee would allow the girls to take some of their A level courses at Chatham House or another nearby school if they could not study what they wanted at the school where there were registered.

Library cuts warning

The publishing industry has been warned of severe repercussions if the current round of cuts in university and polytechnic expenditure were allowed to eat into library provision.

Mr John Davies, director of the university, college and professional publishing division of the Publishers Association, said that sales of scientific and technical books in higher education were already down to two-thirds of the 1972 level. Some library budgets had been reduced by over 25 per cent in three years ago.

Mr Davies said students on a maximum grant had a notional £150 to spend on essential books, but needed a wide range of support material from the library.

Current trends are allowed to continue, "that support material will not be there," Mr Davies said.

APU sponsors design and technology study

by Bob Doe

A £54,000 survey of design and technology in schools has been commissioned by the Government's Assessment of Performance Unit.

The one-year project will be carried out by the National Centre for School Technology at Trent Polytechnic, Nottingham, under the direction of Professor Geoffrey Harrison, the centre's head.

Professor Harrison said this week, "We will be looking for designing and making activities of all kinds but not necessarily under the heading of design and technology. These activities often take place in biology, English or history lessons."

A 10 per cent sample of schools in England and Wales with 10 year old, 12 year old or 14 to 16 year old pupils will receive questionnaires. The secondary schools may then be visited by 24 teacher "surveyors" who will cross-check answers and compile case studies.

There will also be a separate survey of 1,000 schools where design and technology is known to be well established.

Professor Harrison was a member of an APU working party that recommended the unit should monitor technology as well as science and maths. But the unit decided that before it could test performance in technology in schools chosen at random it was necessary to look at the extent to which design and technology was taught.

© The Open University has just received a £43,000 grant from the Leverhulme Trust to look at the extent to which industry is influencing education through research, sponsorship, curriculum materials, work experience schemes and secondment schemes for teachers. "Can better industrial understanding be compatible with the traditional values of education?" is the sort of question Geoff Harrison, OU sociology lecturer, will ask.

CIPFA statistics

We apologise for the insertion of four wrong figures in the CIPFA table of local authorities' spending on education on page 3 of last week's issue.

They are: Barnet - not spending per secondary pupil: £706, not £707 as stated; Rotherham - not spending per secondary pupil: £577, not £544; Sheffield - pupil/teacher ratio in primary and middle decreed primary schools: 21.4, not 24.4; Isles of Scilly - not spending per secondary pupil: £113, not £115.

The figure for secondary spending per head in the Isles of Scilly makes that authority - and not the LEA - the highest spender. But the Isles of Scilly have only 140 secondary pupils and exceptionally high costs of transport, boarding and so on, so they can be discounted for the purpose of comparison.



Union by-election win for Left is challenged

The Left of the National Union of Teachers looks set to retain the seat on the union's executive it temporarily lost when Inner London executive member Mr Dick North was suspended from union membership and barred from holding office for two-and-a-half years.

Mr Bernard Regan pictured above, the 37-year-old head of the careers department at Clontarf Kynaston school in Inner London and a founder member of the Socialist Teachers' Alliance, was declared the winner of the seat when the results of the four-cornered fight were announced by the Electoral Reform Society.

He captured 1,826 votes compared to 1,750 won by Ms June Fisher who was ahead in the first two ballots until the votes given to the other candidates were redistributed and the union's exhaustive ballot procedure.

However, the result has been challenged and a check is being carried out.

During the election campaign, Mr Regan supported the re-election of Mr North and the five other officers of the Lambeth Association of the NUT who were suspended by supporting the day of action in Lambeth against government cuts in spending.

People

Mr Daniel Gleason, general secretary of the National Society for Art Education, is to be principal of Rochdale College of Art.

Ronald Cave, Cambridgeshire's chief inspector, and Joyce Cave, senior adviser for primary education, are both to take early retirement.

Cumbria County Council has announced the following appointments: Mr M. A. Atherton to be head of Cudworth School, Dalton; Mrs V. J. Coleman to be head of Bockernet C of E School; Mrs P. A. Graham to be head of Belle Vue Infant School, Carlisle; Mr R. Jenkins to be head of Asby Endowed School, Appleby; Miss J. M. McAvoy to be head of Ellenborough Nursery School, Maryport; Mr J. A. Morrison to be head of Kirkbride School, Carlisle; Mr D. B. Powell-Thompson to be head of Blackford School, Carlisle; Mr O. Roberts to be head of Pennine Way Junior School, Carlisle; Mr I. H. Todd to be head of Newlithes Junior School, Carlisle.

Mr G. A. Farlam, deputy head of the Bramston School at Witham, Essex, has won the second Gonsmiths' Industrial Fellowship for Teachers, which was set up in 1980 to give teachers some direct industrial experience and develop closer links between secondary schools and British industry.

He will work at the head office of Lloyds Bank in Lombard Street for four months from September, 1981 followed by eight months with IBM United Kingdom and a year at the University of London's Institute of Education, passing on the lessons he has learned to both mature and trainee teachers.

Mr Robin Chambers, the head of Clissold Park School in North London, will be the first head of a new school serving the Stoke Newington area from September 1982. It will be Clissold Park School, Clissold Road, N16 with Woodberry Down School.

Mrs Heather Chappell has been appointed head teacher of Willowfield School for maladjusted boys and girls, in Heme Hill, London. She is at present head teacher of Elm Court school for delicate children, in Tulse Hill.

Wiltshire's new Assistant Director of Education (Schools) is Mr Peter Daly. He succeeds Mr Ivor Slocombe, who has retired.

Mr F. J. Burton, retiring at the end of the year after 31 years as head teacher in the county, will be succeeded by Mr Anthony...

Community home cuts will return problem children to riot cities

Problem children, some from riot-hit cities and towns, are likely to be sent back into the community before they are ready, because of cuts in aid to community homes, says a group of head teachers.

Others may be directed into detention centres and borstals, the teachers, all from community homes or assessment centres, warn in circulating letters they are sending to MPs, magistrates' associations, chief constables and social service chiefs in the North-west.

Their move comes at a time when one of the largest community homes near Liverpool, St Aidan's, in Widnes, is threatened with closure because of spending cuts. Currently, it houses 46 boys from 15 local authorities. It is a dangerous policy, especially at this time of inner-city disturbance, say the teachers.

The consequence of the present local government policy of transferring funds from community homes to save cash would "be the closure of such establishments which, once closed, will never reopen".

It would lead to the destruction of a vast fund of experience and expertise in dealing with difficult, deprived and delinquent children. Many of the boys taken into St Aidan's were unruly and could not be handled elsewhere.

The circular adds: "These policies are causing young children with serious social, family and behavioural problems to be directed into untried and unproved community-based schemes, or into the extreme of penal establishments such as detention centres and borstals."

Just desserts in school meals cuts

by Richard Garner

Children's cries at dinner time of "Please, sir, I want more" will be met with a frosty response in primary schools in Hereford and Worcester next term.

As part of the economies introduced to save the authority from the threat of government financial penalties, councillors have decided to abolish puddings from the school dinner menu.

An alternative plan to increase the price of a school meal from 45p to 60p next term was defeated on the grounds that the take-up of meals would decline.

The axing of the puddings - which, incidentally, will mean that teachers who receive a free meal at school for carrying out lunch-time supervision will also have to do without - is expected to save the authority £350,000. Youngsters who still feel hungry after the main course will be able to buy fruit separately.

Other schools in the authority have already adopted a cash cafeteria system and prices of meals there will be increased by between 15 and 20 per cent.

Meanwhile, in Kent, Mrs Paddy Nesham, vice-chairman of the county council's education committee, has replied to a campaign by the National Union of Public Employees calling for an extension of the school meals service by saying that - far from increasing it - the authority may have to abandon it if financial penalties threatened by the government are brought into effect.

Orchestrated bid to bring back the joy to teaching

John Sayer, principal of Banbury school, and a past president of the Secondary Heads Association, reports from the congress of the International Federation of Secondary Associations (FIPESO) in Zagreb.

One of the least publicized features of Zagreb is the Kabaret Muzickih Automata, Ivan Gerersdorfer's museum of musical boxes, barrel-organs, mechanical singing-birds, automatic euphoniums, orchestrions, and phonographs, spanning centuries of hand-made precursors to the gramophone, the disco, and the mass-produced paraphernalia of present-day time-spinning.

FIPESO is beginning to take on a similar image, after promoting a world-wide secondary education for the last 60 years. This international federation of secondary teachers' associations has been orchestrating development aid in government and gradually gaining momentum over a period in which secondary schooling has ceased to be the privilege of industrialized countries. Even in the last 20 years, UNESCO statistics show that secondary enrolments have risen from 15 per cent to 38 per cent of the world's population, by the year 2,000 about half of the world's children will be receiving a secondary education.

The congress theme for 1981 was an amalgam of Scandinavian teacher stress and French conditions of service. "The present conditions in which secondary teachers carry out their professional responsibilities", Associations from 15 countries have submitted written evidence for the July edition of the FIPESO Bulletin and a similar number seeped through just before the congress. What emerged in the general debate was a world-wide wave of insecurity and uncertainty among teachers. But was this not of their own making, and what did they seek in its place? As one French contributor put it, the teacher has changed from being "l'homme des certitudes" to "l'homme des interrogations".

Others rejected the security of slaves who know what is expected of them and obey orders to do it. A moving statement from the president of the Japanese Teachers' Union showed how strongly secondary teachers resist government interference or increased controls: once before Japanese secondary teachers had followed instructions submissively, and had prepared their pupils for a war brought about by their government. Never again would they accept government control of textbooks and curricula, which they saw as leading inevitably from national interest to nationalism. The speaker was himself born in Hiroshima.

Sense of direction, recognised purpose, freedom to take initiatives, were seen as the opposites to the insecurity which had become a dominant climate in many countries. There were specific areas of insecurity, indeed, which could be remedied, and the position of women teachers and of head teachers have become the subject of FIPESO working parties. What emerged at the congress was a resolution which heroically defied all logic. To be sure, it dwells on the increasing pressures, expectations, problems and obstacles to teaching, and the strains on teachers and the whole system, and the full text is remarkably consistent across countries and continents. But, there follows an equally strong affirmation of positive thinking. In addition to the kind of recommendation which should be expected about working conditions of teachers, FIPESO urges that:

"... activities should be developed which help pupils to feel part of the school";

"... measures should be taken which allow handicapped children to participate fully in secondary schools as of right";

"... both boys and girls should be assured equality of opportunity in education, and men and women assured equality of opportunity in their careers as teachers";

"... particular attention should be paid to children who are experiencing difficulties, before the situation becomes irreversible";

"... measures should be taken to secure, for young people wishing to complete their secondary education at least at the age of eighteen, the financial means to do this in acceptable living conditions";

"... co-operative efforts should be made by those in responsible positions inside and outside the school to provide in both spheres a better social and cultural environment";

"... better opportunities should be given to pupils to take a part in decision-making in matters which concern them, and to take responsibility in schools";

Admirable, and in the long term designed to retrieve the right relationships in schools which may be appropriate to new shapes of society; but it takes a lot of courage for teacher union representatives to propose these among measures to reduce stress and improve the lot of their profession. Perhaps Geoffrey Goodall, incoming President of S.F.A., was right to suggest that teachers were their own worst enemy in seeking to solve all society's problems; but no-one wanted to change that; we just wanted resource, understanding and a context in which to re-capture the joy of teaching. We had moved on, like the Gerersdorfer exhibition, to "Orchestration with Pneumatic System".

In brief

Plea for languages

Steps to make sure that the languages and dialects of minority groups take their "rightful place" in the education system have been inadequate, says the National Association for Multi-Racial Education.

In a statement the association calls for the recruitment of more linguistic minority staff in schools and the involvement of more parents in the work of their children's schools.

Microcomputer prizewinners

Two schools in Essex and Gwent have won microcomputers in a national competition launched last year by the Department of Industry. Pupils were asked to submit proposals for using computers in new ways in the classroom and to describe how a machine would benefit their particular school.

Michael Newsday, a sixth former at Queen's comprehensive, Newport in Gwent, received a Britishmade 3802 microcomputer worth about £2,000 which will be used in the science and mathematics departments and act as a register for pupils' names and subjects. Woodlands School, at Basildon in Essex, also received a 3802 machine. Altogether 650 entries were received.

Grant will aid study of arts

The Leverhulme inquiry into higher education has been given a grant of £10,000 from the Gulbenkian Foundation. It will be used mainly to organize a specialist seminar on the role of the arts in higher education but also to study the non-vocational curriculum more generally.

Professor Gareth Williams, director of the inquiry, said this extension of its scope was timely in the light of what some commentators had seen as the "ill-informed attack" by the Government and the University Grants Committee on arts subjects.

Hardy annual

Statistics on schools, teachers and pupils, lists of the activities and achievements of education ministers (including their trips abroad) and an insight into the baroque planning processes of the DES are included in the 1980 edition of the department's annual report.

For the very hardy, there is even an explanation of the Government's new way of distributing rate support grant.

Copies of the report are available from Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB. Price £4.80.

Costs eat away

Suffolk county council is to raise the price of school meals by 5p to 55p next month. The council says it is in line with inflation.

Merger battle

A campaign has been launched in a bid to stop the merger of a secondary school in Brent with one of its neighbours.

Parents, governors and teachers at Brondesbury and Kilburn High School in Brent, West London, have sent a dossier to the local education authority protesting at plans to merge the school with South Kingsbury High School.

Brent Council hopes the merger will be completed by September, next year.

Reading behaviour

A new part-time postgraduate course for experienced teachers in reading behaviour, leading to a Master's degree, starts next month at Middlesex Polytechnic.

Agricultural courses

The first booklet setting out details of all available courses in agriculture and allied subjects in England and Wales has been produced by the Agricultural Education Association. It can be obtained from Mr Peter Bighin, Ashham Bryan College, York. Price £2 plus postage.

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School to work Equal grants for all urged

edited by Mark Jacob

Sixteen-year-olds at school or college would get the same grants as university students. The Labour Government announced this in its last Labour manifesto. It would commit Labour to offering properly paid work or full educational maintenance to all young people.

The plan includes a huge "useful work" programme - embracing capital projects like rail electrification and sewer system modernization. It would include specified training posts for leavers, paying the same rates as other jobs.

The standard pay for the over-18s in the work programme would be £80 a week - more than many lower paid workers earn at present, but less than that of many construction workers. Pay for the under-18s would be left for unions to negotiate.

Grants to sixth-formers and college students would be means-tested like those for higher education - which means they would be between £410

and £1,180 a year for those living at home and whose parents had a residual income of less than £6,600 a year. But youngsters who wanted to study away from home would get more.

No figure has been put forward for the cost of providing the grants, but it is far in excess of the scheme that the last Labour Government announced and then withdrew under Treasury pressure. For a grant of only £7.50 a week, it would have cost £110m a year. As estimated by the Macfarlane committee on 16 to 19 education, 850,000 youngsters are to be provided for; to give them all university-scale grants would require something like £600m a year.

But Mr Andy Bevan, the YS national organizer, says that the real net cost of both the grants proposal and of the work programme would be nothing like the gross figure, because each 100,000 taken off the dole would save the public purse about £350m.

The YS plan is certain to face strong opposition from some Labour's right, in particular the former Employment Minister, who wants to improve the Youth Opportunities Programme rather than this.

But the YS can count on support from some of the big unions, which are beginning to despair of becoming a genuine training partner and are increasingly angry at the Prime Minister's use of his veto to block a wage subsidy to persuade employers to take on youngsters at low wages which they see as exploitation of young.

Union support in part enables YS to get its proposal through the House of Commons. The YS is also likely to support it.



Sir Terence Beckett, director of the CBI, welcomes the first four youngsters to start work experience at CBI - the CBI's headquarters in London. The CBI is currently engaged in a scheme to encourage more of its member companies to take part in YOP work experience programmes.

The changing dole map

Britain is becoming a more egalitarian society in one respect at least - the distribution of unemployment. These maps and tables show how quickly we are moving away from the pattern of the 'seventies.

The once prosperous regions of the south and the Midlands are in absolute terms still better off than the North, Scotland and Wales - but most of them have been losing jobs faster since 1979.

The best guide to the changing pattern of school-leaver unemployment is Table 2, since YOP provision is closely related to the regional labour market.

TABLE 1: Vacancies notified to career offices

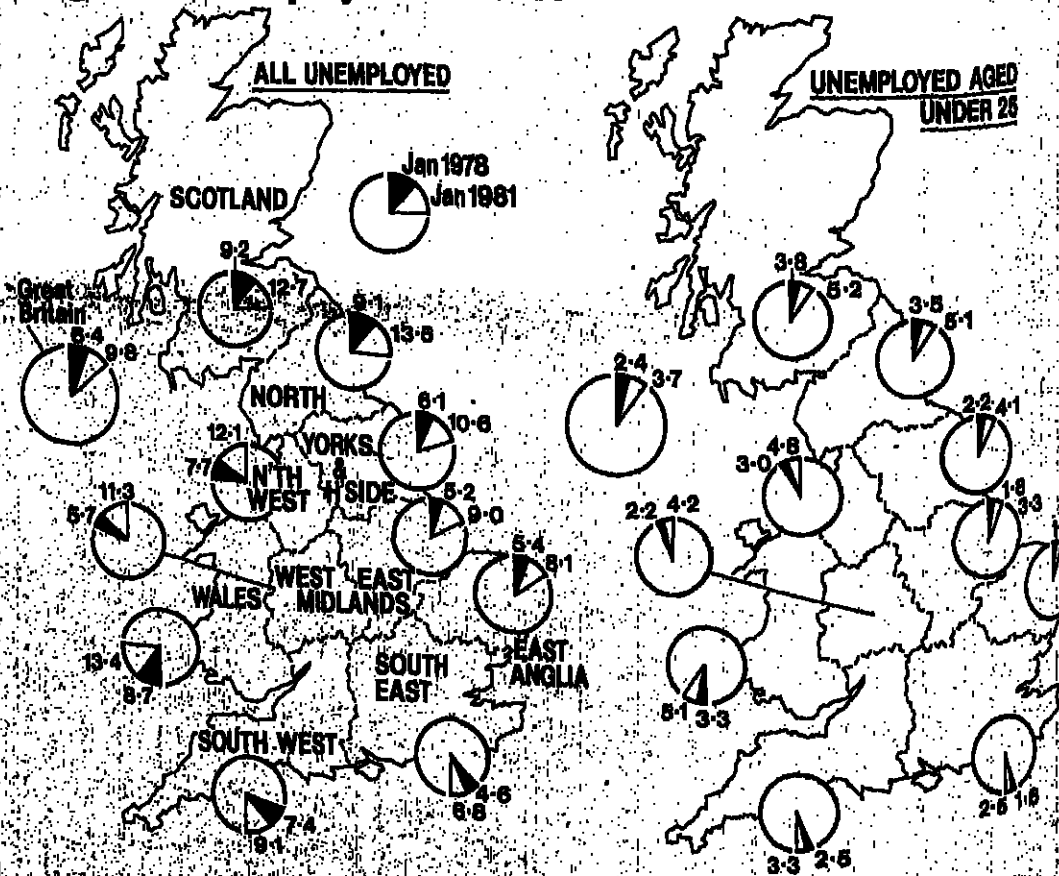
Regions:	1978	1980	1981
S. East	9.0	11.5	2.3
W. East	7.1	7.1	1.5
E. Anglia	0.5	0.6	0.1
E. London	0.7	0.9	0.2
W. Midlands	1.8	1.2	0.4
E. Midlands	1.1	1.2	0.2
Yorkshire and Humberside	1.2	1.0	0.2
N. West	1.1	1.3	0.2
North	0.8	0.3	0.1
Wales	0.3	0.4	0.1
Scotland	0.8	0.6	0.2
Great Britain	16.3	10.1	4.0

TABLE 2: Regional distribution of YOP to the Youth Opportunities Programme

Regions:	1978-79	1980-81	1981-82
South East	13,300	36,000	36,000
London	4,500	10,000	10,000
South West	12,500	27,000	27,000
Midlands	24,500	63,000	63,000
Yorkshire & Humberside	18,200	35,000	35,000
North West	20,900	42,000	42,000
North	22,500	30,000	30,000
Wales	14,500	30,000	30,000
Scotland	23,900	45,000	45,000
Great Britain	162,500	380,000	380,000

Source: M.S.O. reports and YOP data

Regional Unemployment Rates



United States/Olga Wojtas

'Cleansing' censorship on increase

WASHINGTON: Censorship of school books is widespread and on the increase in the United States, according to the most extensive study ever made of the subject.

The report, sponsored by the Association of American Publishers, the American Library Association and the Association for Supervision and Curriculum Development, has found that nearly a third of the challenges to material are made by school staff, including librarians.

Half of these challenges result in censorship, such as restricting the book's circulation, deleting parts of it, or destroying it completely.

This survey covers the two years before Ronald Reagan won the Presidential election, but the American Library Association further reports that in the past school year, the number of censorship cases reported

to them has increased five-fold - and that they believe this reflects a mere 10 per cent of actual cases.

While censorship has always been an issue in American schools, in the past complaints have tended to be from minority or women's groups, claiming material was racist or sexist.

Now the complaints are being made from a conservative angle, with influential right-wing groups such as the Moral Majority trying to block, for example, history books mentioning Afro-Bois, or biology texts discussing evolution.

One state at least seems set to fight back. Connecticut teacher unions, library associations and other interested parties are being asked to comment on the proposed public school academic freedom policy which states that schools should be

encouraged "to teach students how to think, not what to think. To study an idea is not necessarily to endorse an idea."

"Public school classrooms are forums for inquiry, not arenas for the promulgation of particular viewpoints."

But there is a more insidious effect of the censorship phenomenon, according to Sherry Keith, who has been researching the issue at Stanford University.

She claims that small, conservative pressure groups in California and Texas are influencing the content of millions of textbooks throughout the United States, as these two states represent such a vast market to publishers.

A Texan couple, Mel and Norma Gabler, have achieved prominence

through their campaign to "cleanse" schools of innumerable textbooks which they maintain are to blame for crime, violence, venereal disease and high abortion rates.

The couple are now becoming active in California, says Dr Keith, and these pressures are making publishers increasingly wary of producing contentious texts. Since it is cheaper to produce a single edition of a book than to tailor it to different state markets, books throughout the United States are being "pre-censored".

Shakespeare's *Othello* is systematically excluded from texts, says Dr Keith, "because publishers are convinced they would lose part of the southern market which would reject a school book that had a play about 'miscegenation'".



Kamala, 14, and pupils (left). Nine-year-old teacher, Kulsom (right).

The child teachers of Bangladesh

Kamala, Rashida and Kulsom are teachers in a rural area of Bangladesh. Kamala is pointing out letters of the alphabet to one of her pupils.

All very normal, until you know that Kamala is aged 14, Rashida 11, and Kulsom is only 9. And that their pupils are grown-ups who have never learned to read, including the mothers of some of their own friends. And that their "school" is a corner of the bedroom/living room.

The three girls still attend a more normal school near their house at Nayerhat, 25 miles north of Dhaka. There, besides being taught the three Rs for their own benefit, they have learned that over half the people in their country are illiterate and that, with the knowledge they possess, they can give up some of their spare time to help those who have never been to school.

In rural Bangladesh, only a minority of children attend government schools even though they are free. This is because their parents need

them at home - to help in the fields if they are boys, or to run errands or work in the house if they are girls.

Books, exam fees and tidy clothes also cost money which most poor families cannot afford to spend - especially when the children are old enough to earn money themselves.

The school which Kamala and her friends attend is run by a voluntary health organization, GK, which is supported by Christian Aid and Oxfam and which aims to encourage villages to organize their own health care and education. It realizes that, with the large number of drop-outs from government schools, children as young as nine or 10 are expected to be of use at home, and that if they have had some basic education, they can be effective educators in their own communities.

Some families are against their children receiving any kind of education, let alone becoming teachers themselves. Kamala, for example, comes from a family of eight children

and her mother needs her to help in the house with the younger ones. Her father, who works as the caretaker of a plot of land, is tolerant of Kamala's outside work. But her older brother is firmly against her attending school, saying that a girl's responsibility is to stay in the house.

Kulsom, the nine-year-old pupil turned teacher, has similar problems. Apart from the time spent at the school, she has tried to start classes in her own village, teaching the alphabet and elementary maths. Household duties have interrupted some of the classes, but she is determined to carry on.

For these girls, education is a tonic. As their own teacher, Shamun Nahar, who supervises 20 village schools run by young teachers like Kamala, puts it: "The girls are happy. They like to come to school because they are free. In their own homes, very often, they are not free."

John Montagu

West Germany/David Dungworth

Scandal of wasted ministry money

The state auditing department in North Rhine-Westphalia has followed up investigations into fraudulent claims by teachers for overtime payments (TES January 25) with a scathing attack on the activities of officials in the Ministry of Education.

Its accountants discovered numerous instances of "hardship allowances" of between £50 and £100 having been paid in respect of such spurious expenses as car repairs and interest charges on personal loans.

They point out in particular that two-thirds of such payments were made to administrators, although the vast majority of ministry employees are teachers. Far more serious, however, are the consequences of the bureaucratic mismanagement practised at the headquarters of the ministry in Düsseldorf.

These stem mainly from the constant stream of decrees and regulations issued under the authority of the state's Minister of Education, Herr Jürgen Girsensohn. Their

volume has now reached such proportions that the ministry's own officials themselves can no longer cope. There are currently over 50 separate ordinances governing the number of hours per week which staff in various types of schools are required to teach.

And of the 4,200 directives which have been issued since Herr Girsensohn took office in 1970 about 3,000 have subsequently been rescinded, in some cases for a second time five years after they had originally been withdrawn.

In their report the auditors accuse senior civil servants of cashing in on this state of chaos. They are alleged to have produced booklets for teachers explaining how the regulations are to be interpreted and applied which they have then had published commercially and advertised in ministry circulars.

As a result of the flood of directives, the equivalent of 2,000 teachers each year are engaged in routine administrative tasks which

could be performed more cheaply by ancillary personnel. The annual cost to the state amounts to about £22m in addition to the tens of thousands of teaching hours lost.

Examples are quoted in the report of highly paid staff spending their time counting and arranging library books instead of in the classrooms, while expensive technological aids financed by the Ministry lie idle because teachers either do not know how to use them, or are unconvinced of their effectiveness.

The report also criticizes the Ministry's record in allocating teachers to individual schools. No less than 15 per cent of those in intermediate schools are teaching subjects for which they are not qualified and it is by no means uncommon to find staff who trained to teach geography and English, actually teaching chemistry.

Herr Girsensohn has rejected most of the allegations, especially the charge of profiteering by his officials.

Israel/Benny Morris

Orthodox boost by Begin

JERUSALEM: The formation of the second Mr Begin-led Government last week will mean a massive injection of state aid to Israel's ultra-orthodox "independent" school system.

As part of the price paid to entice the orthodox Agudat Yisrael Party into his new coalition, Prime Minister Menachem Begin has agreed to boost substantially government funding for the independent schools and the Yeshivot, both of which are not under government supervision and do not teach a government-set curriculum.

Both the "independent" schools, which teach a minimum of general subjects such as arithmetic and Hebrew, and the Yeshivot Yeshivas, which teach only Talmud and scriptural subjects, have until now been funded mainly by private contributions from ultra-orthodox Jews living abroad and in Israel. They have always received some funds from the government, but have never agreed to state supervision or an externally regulated curriculum.

Despite the general losses of the religious parties in the June 30 Knesset elections, the power of these parties to exact concessions in terms of funding for their affiliate institutions and in terms of religious legislation has if anything been enhanced.

This is because the 1977 elections resulted in a broad Likud-led coalition, in which Mr Begin was able to govern even without one or another of the religious parties. The new Government's slim, 61-seat majority in the 120-seat Knesset means that each of the Likud's present coalition partners - the NRP, the Aguda or the Oriental Jewish (Sephardi) Religious Tami List can, by withdrawal, immediately bring down the Government.

It is unclear how much extra aid will be given the independent schools and the Yeshivas (some of which are high school equivalents in terms of the pupils' ages and some, which train candidates in Rabbinical studies, as well as adults), or where that aid is to come from. But it is known that Agudat Yisrael will seek per capita funding equal or nearly equal to government spending on pupils and students in non-religious high schools and universities.

In what is perhaps the most controversial Likud concession to the Aguda, the new Government will extend the exemptions for Yeshiva teachers and students from service in the Israel defence forces. Yeshiva students and "newly observant" Jews (the Jewish equivalent of born again Christians) will apparently receive indefinite "postponements" from service.

But aside from religious-based controversies two educational aspects of the new Government have won broad approval: the Education Minister, Mr Ze'evulun Hammer will remain in his post, and the Government has promised to institute free pre-compulsory kindergarten education.

Mr Hammer, who is a leader of the NRP, in his four years in office since 1977 has proved a very liberal, non-partisan effective and innovative director of the education system. Until now Israel has enjoyed universal and free compulsory kindergarten education for all five- and six-year-olds. The new Government has promised to extend this to cover three-to-five-year-olds.

Australia/Bill Purvis

Drop in drug use

SYDNEY: A survey of high school students in New South Wales has shown they are turning away from alcohol, tobacco and marijuana.

Students at 31 high schools told the Health Commission that they were much more conscious of the health risks attendant on using drugs. The result is a dramatic change in student views from a previous survey, three years ago.

features

Strategies for emancipation

Stephen Castles reports on a new international non-governmental organization which aims to break down the barriers between schooling and 'real life'

In Zimbabwe a thousand young people are building their own secondary school on a farm about 30 miles from Salisbury. The students - aged from 12 to 20 - spent years of exile in Mozambique, where many were trained as guerrillas.

They returned eager to resume their interrupted education, and found no school available. Now Blue Water Farm - a large white-run estate, which has not been farmed in recent years - is being transformed into a new type of school, combining education with production, by the work of the students and teachers.

They live in former cow-sheds or under canvas, and classes take place in the shade of trees. But after lessons, teachers and students set to work constructing the dormitories, classrooms, workshops and laboratories of their future school. This way they also learn useful skills, and the practical application of the scientific principles taught in classes.

When construction is completed, productive work will remain an integral part of the curriculum. It will not only provide the school with much of its food and equipment, but also help to stimulate rural development, and ensure

that students do not turn into intellectuals crammed with abstract knowledge and out of touch with the needs of the country.

In Botswana, twelve young men and eight young women are setting up a cooperative, where they are being trained in construction and horticulture. A few months ago, they were unemployed rural-urban migrants, hanging about at works entrances of firms in Gaborone in the faint hope of finding a job, and finding themselves rejected due to lack of school certificates.

Now Tshwaragano Enterprises (the name means "working together") offers them a livelihood during their three-year training, and - even more important - it gives them a chance of permanent employment afterwards. The trainees spend 30 hours per week doing building and horticultural work combined with on-the-job training. In addition, they have 12 hours of lessons: trade theory, cooperative management, English, maths, development studies and cultural studies.

The content of classes is closely linked to the needs of the co-op: an English lesson might deal with how to write the minutes of co-op meetings, a maths lesson with calculating the materials needed for a pipeline. Through their work, the trainees earn shares in the enterprise. When the instructors leave in three years, the trainees will not only possess vocational skills, they will also own and control a running business.

In Papua New Guinea, secondary school students leave their school by truck or canoe, to set up out-stations in the jungle, as part of the Secondary Schools Community Extension Project (SCEP). There they make copra, tend a garden, run a trade store, make furniture, bake bread - and carry on with their lessons as well.

Teachers report that students not only develop practical abilities, but also improve participation and ability in normal lessons. Initi-

ative and leadership skills increase dramatically through the stay in the out-station. Graham Vulliamy, who studied the SCEP project, reports that many parents supported it, for they saw that it did not lead to a decline in standards in academic subjects, but imparted useful practical abilities, which would be of value if students were unable to find employment in the formal sector after leaving school.

In Papua New Guinea, as in other Third World countries, the first generation of secondary school leavers after independence were rapidly absorbed into high-status administrative jobs. Now realization is growing that these jobs are filled, and that expansion in employment in this sector will nowhere near match the growing numbers of secondary school graduates who aspire to such posts.

This realization is growing throughout the Third World. Elitist education models inherited from colonialism are losing their glitter. Boarding schools, complete with uniform and prefect system, and often teaching more about the culture and history of Europe than of Africa or Asia, were acceptable as long as their certificates were a certain passport to secure and well-paid jobs. But as more and more people clamoured for access, schooling expended quite out of proportion to the ability of the economy to absorb its products.

As a result, requirements for access to formal sector jobs escalated. A job which required a primary school certificate at the time of independence, called for a secondary certificate 10 years later, and a BA after another decade. The long-term effect of educational expansion has been a shift from selecting the privileged few, to rejecting the majority, and convincing them that failure is their own fault.

Quantitative expansion in education has become meaningless unless it has some relationship with combating the underdevelopment of the economy, and helping to improve the social, cultural and political situation of

the majority of the population. So people looking again at the content of education.

The growing demand for schooling provides knowledge and skills useful for economic development and political emancipation, for educational institutions which do not merely cram students' heads with information but also help to create employment.

The best way of doing this is to link productive work as part of the learning process at every level of education, so that education ceases to be cut off from "real life".

Throughout the Third World we attempt to redefine school as a place where students can organize and reflect on their experience and community participation.

In a few countries - like Mozambique in Tanzania - the new type of schooling is official policy, in others it is still on the level of curricula experiments; but in most places pressure for educational change comes from workers' organizations, national liberation movements, peasants' unions and consumer development groups, and is strongly resisted by those in power.

Educational change alone cannot bring about social change, but it is an integral part of all strategies for emancipation. This is a reason for the enormous interest in educational problems to be found in all the world's national liberation movements of South Africa. Most of the young blacks who left South Africa after the Soweto Rising of 1976 have sought secondary and higher education rather than military training. They are now being asked to return to their country to help in the fight for liberation.

Last year *The Foundation for Education with Production* was established by a group of African educationalists. The new international non-governmental organization has its regional base in Botswana. The idea came from Patrick van Rensburg, who has spent the last 18 years developing forms of learning

linked with production: at first at the Swaneng Hill School, which included farming and handicrafts in the secondary curriculum, and then the Serowe Brigades, which linked vocational training and general education with production and rural development.

The Trustees of the FEP come from Tanzania, Zimbabwe, Uganda, Guinea Bissau and other African countries, and have all taken an active part in educational innovation in their own countries. FEP aims to be an international clearing house for ideas, experience, information and contacts on alternative education. It will act as a service organization for projects in all sectors of learning, as long as they are relevant to production and are democratically controlled.

FEP will do this in various ways:

- by publishing a journal called *Education with Production* (due out this autumn), to serve as a forum for exchange of ideas and information.

- by publishing handbooks giving practical help in setting up projects combining education with production. The first two will deal with educational cooperatives and workers' education centres.

- by producing teaching materials and audio-visual aids.

- by providing an advisory and consultancy service for groups wishing to set up projects.

- by training teachers and instructors.

- by organizing international seminars.

In addition to this "clearing house" function, FEP runs its own projects. The school in Zimbabwe and the cooperative in Botswana were both started by FEP. Such projects help FEP staff to keep in touch with practical work, and provide the opportunity for action research in developing new methods.

FEP aims to start national committees to set up and coordinate projects in each country - not only in Africa and other parts of the Third World, but also in the so-called "de-



Demand is growing in the Third World for institutions which do not merely cram students' heads with information.

Shen Harris

veloped countries". The first step towards setting up a British Committee was taken at a conference held at Bristol University in May. About 40 people, all involved in education either in Britain or in Third World countries, met to discuss ways of linking education with production. A coordination group was set up to attract interested people and work towards the establishment of a British Committee of FEP, at a bigger meeting to be held in Cardiff in late September.

If FEP helps inform Europeans about some of the new ideas in Third World countries, it will also make available some of the best

innovations from industrialized countries to the Third World. The Danish Tvind Schools, the French Modern School Movement, the Basque Mondragon industrial cooperatives - these are just a few of the models which have vital lessons for educationalists throughout the world.

The authorities of the countries concerned do nothing to pass on information on these models, for they view them with mistrust. The Tvind Schools have always related their work to the Third World - they are at present helping to set up new schools in Zimbabwe, for instance. The Modern School Movement

works internationally, mainly in former French colonies. Yet the work of these groups remains little known, on the whole, to people who could benefit.

Information on the work of the Foundation may be obtained from: Foundation for Education with Production, PO Box 20906, Gaborone, Botswana; Ms Merryn Cooke, 15 Yates Road, Manchester, M21 2XF. Tel 061-861-0513; Ms Wiebke Wästenberg, Hallgartenstr. 5, 6000 Frankfurt am Main, W. Germany. Tel. 011-438882.

An inspector recalls

Edmond Holmes, an HMI for thirty-five years, later became one of the fiercest and most influential critics of the 'payment by results' system. Charles Hannam and Norman Stephenson look at the relevance of his criticisms today

Edmond Holmes, HMI between 1875 and 1910, by the end of his career Chief Inspector of Elementary Education, was deeply involved in the system of payment by results. It was introduced in 1863 and remained in force until 1897.

The Inspectorate was responsible for ensuring that the type of instruction considered appropriate for working class children taught at public expense was effectively carried out. There was an agreed syllabus common to all schools, and the Inspector visited the school to test the children orally - and by implication the teachers. The Parliamentary grant was distributed according to the performance of the pupils. A three point scale, excellent, good and fair, merited appropriately decreasing payments.

Although during the period the system operated there was some broadening of the curriculum, in fact all that was required from the pupils was memorization. In these circum-

stances teaching degenerated to a kind of cramming, with the emphasis on rote learning of inert information, which each child in turn had to repeat to the Inspector.

Innate authoritarianism was perpetuated and reinforced: the children were the workers, the teachers were the overseers. Her Majesty's Inspectors were the managing directors responsible to the voting shareholders for profitable production. Discipline and obedience were essential to the orderly running of the plant. Dickens's portrayal of Mr Gradgrind in *Hard Times* was scarcely an exaggeration.

Holmes inherited the system, and for many years administered it as a conscientious servant of the state. By the end of his career as an Inspector he had become disillusioned, and a year after his retirement he published an immediately influential book, *What Is and What Might Be*, which was a powerful indictment of the system. By 1917 there had been eight impressions, and in 1914 a second volume had appeared in answer to the controversy and interest aroused by the first.

In these books he not only recanted his own part as HMI, but offered a positive alternative based largely upon the work of Maria Montessori. He bitterly attacked the restrictions the system placed upon teachers and taught; the syllabus was centrally determined and applied to every school alike. Of the Inspectorate he wrote: "They put the bit into the mouth of the teacher and drove him at their pleasure in this direction and that."

Holmes became more and more convinced that the system was positively harmful to children's development, both emotional and intellectual. It denied the children any initiative and served only to confirm their helplessness. He believed that children, far from being self-determined, in his writing he identified the source of distortion of children's nature in the Christian doctrine of Original Sin.

Of the many evils in Western education, one of the greatest is that of starving the

child's activities, of making him helpless, apathetic and inert. Original Sin finds its equivalent, in the sphere of mental action, in original impotence and stupidity. Dominated as he is by the inherited conviction that man's nature is corrupt and that his instincts are evil, the western teacher has set himself the task of doing violence to the child's instinctive tendencies, of thwarting his inborn desires, of working against the grain of his nature.

Holmes expresses himself so forcefully because he witnessed the devastating consequences of this view of the essential incompetence of children. He was writing before Freud's work was widely disseminated and accepted in Britain, and he draws upon notions of the innocence of the child associated with Rousseau. For him the child was essentially good and committed to the search for perfectibility.

There was a poetic and mystical strain in Holmes's thinking; he published several books of poetry and he had a life-long interest in Buddhism and eastern philosophy. This may have helped him to distance himself from the conditioning of the system, and to see the system as it really was, rather than as it was supposed to be. He had a faith which enabled him to imagine how different things could be.

It was one he shared with educational reformers such as Froebel and Montessori and which inspired progressive movements in education at the turn of the century. For us, influenced by Freud and the sociologists, this "innocence" seems naive; children are as he placed in the darker aspects of our society as adults. They can be as destructive and generally horrible as anyone else. Perhaps the educational reformer needs this simplicity of vision to achieve any kind of change.

What is so refreshing about the educational writing of Edmond Holmes is the uncompromising attack he launched on what he saw as

bad practice. The Board School were intended, among other things, to "tame the masses", to teach self-control to children whose unruly behaviour became a great cause for concern to the authorities in the latter half of the nineteenth century. School discipline was rigidly enforced (no doubt with variable success, then as now) and Holmes was not on his effects. Though he makes no point of analysis, he was deeply troubled at the damage done to the child by an insensitive and mechanistic system:

"... to keep the child in either a state of absolute inaction or of mechanically regulated activity is the function of school discipline. ... the child lives two lives, a life of unnatural repression and constraint in school and a life - also unnatural though it is supposed to be an expression of his natural reaction and protest outside school - blind, passive, literal, unthinking obedience is the basis on which the system of Western education has been reared."

The teachers Holmes inveighed against had a real problem: herding large numbers of unwilling children into sparsely-equipped classrooms inevitably led to conflict. The same obedience in the young was aggravated by increasing militarism in all parts of Europe, and by some conflict between the moral control and the intention to educate. Education was in the vanguard of those who dominated freedom for the child. He saw that the system was of the kind of schooling which he helped to administer not only went against the nature of children, but was inimical to their intellectual and emotional development.

Learning by rote was the obvious choice of teaching method for the new state schools, required few resources; it could be easily taught by minimally trained teachers; it encouraged passivity in the learner and, when worked, posed no threat to authority. It was an emphasis on pre-digested information

and right-and-wrong answers, and originality in pupils was discouraged. An essential part of the method was regular and frequent testing, and there quickly grew up the practice of public examinations to monitor teacher and taught alike.

In the course of his inspectorial visits to schools, Holmes observed some of the worst aspects of the system. He was appalled both by the narrowness of a syllabus which was prescribed for all schools and all pupils whatever their circumstance (possibly the original core curriculum?), and by the impotence it imposed on the child.

"When the education given in a school is dominated by a periodical examination for a prescribed syllabus, suppression of the child's natural activities becomes the essential feature of the teacher's programme. Inside a school the child is not allowed to do anything which a teacher can possibly do for him. ... How to subvert the examiner is the one aim of both the teacher and the examinee; and as the teacher is presumably older, wiser and far more skilful at the examination game than his pupils, the duty of thinking - of planning, of contriving, and even (in the deeper sense of the word) of studying - necessarily devolves on the former; and the latter, instead of relying upon himself and learning to use his own wits and resources, becomes more and more helpless and resourceless, and gradually ceases to take any interest in the work he is doing for its own sake."

Astonishingly, Holmes identified already in the first decade of the century the destructive consequences of the constant testing and examining demanded by the payment by results system. An element of assessment has always been essential in teaching, both as a check for teacher and learner and as a means of public accountability. Yet the essence of the educational relationship between teachers and pupils, as Holmes consistently asserted, one of interpenetration rather than dictation: "to watch another person eating will not nourish one's

own body."

Inspectorial visitations to the school, with their demand that children perform feats of memory ("a room is five shillings and six pence wide"), could only have been experienced as threatening and antagonistic to real learning. He castigated the inadequacy and narrowness of the prescribed curriculum in these elementary schools: the three Rs, together with a little drawing and minimal attention to history, geography and science.

The sterility of the curriculum could only be kept going by an intricate system of rewards and punishments. There was an excessive regard for handwriting and spelling, partly as an easy means of control and partly because it produced "results" that could be easily assessed. The system was demeaning to teachers as well as pupils: they were forced to acquiesce

to the demands of the state as expressed through the Inspectorate.

Public examinations, then as now, had the effect of turning assessment into an external enemy whose defeat became an end in itself: "In his desire to outwit the teacher the examiner will turn and double like a hare who is pursued by a greyhound. But the teacher will turn and double with equal agility ... the more successful the teacher - the worse for the pupil."

Holmes saw how stultifying this kind of education was, and how certainly it stifled any kind of creative innovation or endeavour. He cites the examples of men like Captain Cook, Thomas Arkwright, George Stephenson and Michael Faraday, who rose from the ranks of the working classes before the institution of "payment by results".

"Would these famous men have been the pathfinders to whom we owe so much had their energies been repressed and their individuality stifled by seven or eight years of compulsory education? I doubt it."

Holmes did not simply attack what existed, though he did that with a passion which led *The Times* obituarist to suggest that the tone of his educational writing was too much that of a self-confessed sinner. He was also positive in his espousal of what he saw as the New Movement in Education.

He described a school he called "Utopia" where teacher and pupils worked together, harmoniously and creatively. The school was run on the principles of Maria Montessori, who stressed the innate capacity of children to learn for themselves through their active participation in the world, guided but not directed by the teacher. In the sequel to *What Is and What Might Be*, Holmes describes her methods:

"The first duty of the Montessori teacher is to find out what are the things which the child really wants to do. Her next duty is to provide him with facilities for doing these things. Her third duty is to allow him to make his choice

among them."

Nothing could have been further from the practices encountered in the Board Schools. Holmes believed that for the most part what children wanted to do was what they needed to do. The teacher was not to prescribe every detail of the child's work, and it was vital that children be allowed to exercise their capacity for choice. Only in that way could the enforced passivity and impotence of the child in school be countered. Relieved from the pressure of constant assessment children would flourish and grow.

In answer to the sceptics who questioned the reality of such a way of educating children, Holmes revealed that his "Utopia" was based upon a real school, at Srompton in Sussex. There he had actually seen children working joyfully and effectively. His enthusiasm for what he saw was almost naive, but it nourished his determination to work towards a "transformation" of elementary education.

Holmes believed nature was on his side: "Is it unreasonable to suggest that the role of the teacher is to aid the natural processes of growth in the soul of the child, to make the conditions under which they are carried on as favourable as possible, to bring supplies of mental and spiritual good within the reach of the child, to give him suitable guidance and timely stimulus, and then - though of course there is no final then - to stand aside and let nature take its course?"

"We may be less certain now of nature's goodness; more aware of social and political realities, but the success of British primary schools owes much to Edmond Holmes and his sort of optimism. And at a time when testing, assessment and central control are once again paraded before us as panaceas for our ills, his work is worth remembering."

Charles Hannam and Norman Stephenson are senior lecturers in the School of Education, University of Bristol.

Maria Montessori in 1913; her work was at the core of Holmes' ideas about children learning.

Talkback

Resource or subject?

Ian Birnbaum

CSE, O level and A level courses in computer studies (or computer science) are fundamentally misguided.

Computing is a school resource, like a video tape recorder or an overhead projector. By turning it into a subject of academic study this point is lost, both to pupils and other staff. The computer becomes that bit of the computer studies course with which one produces a project.

Other staff view it in much the same way. The promotion of keyboard literacy, destined perhaps to be the "fourth R", takes second place (if it takes any place at all) to an emphasis on paper qualifications. In a subject which has some dubious content.

Since it is mainly mathematicians who are called upon to teach computer studies, and since there are not even enough qualified mathemat-

cians to teach maths, this is clearly wasteful.

Moreover, so few staff are qualified in computer science that A level courses are often not taught particularly well. This has repeatedly led at least one university to put on remedial courses for those freshmen who have A level computer science.

So much change is occurring in computing that it is virtually impossible to devise and implement an up-to-date syllabus. Textbooks are quickly outmoded for the same reason. The applications and social implications of computing are particularly woolly areas, and many teachers find sensible, up-to-date and relevant material difficult to come by.

Some pupils become disenchanted with the subject, or find it more difficult than they had foreseen. Yet they are forced by the constraints of the timetable to continue. Others, who have not opted for computer studies, but who would like to program, find time on the computer at a premium.

Computer-aided learning is cut down (or non-existent) because the

computer is being used for computer studies projects, some of them of questionable utility.

Computer studies has been defended against some of these arguments on the grounds that one would not ban English literature examinations because one has a library. By analogy, computer studies and computing as a general resource should be allowed to coexist. But this analogy is false: the correct one is with library studies. Since this does not exist as an examination subject in analogous form in schools, the argument is turned on its head.

If it were to exist, such a subject would by analogy concern itself with the history and organization of libraries, with their social implications. There would be library practicals, when the whole library would be taken over by the library studies group for applications and project work. The library would be seen first as a tool of library studies, and only secondly as a resource.

The absurdity of all this only highlights the folly of examinations in computer studies, and their effect on computing. "Computer Awareness"

courses should be a part of general studies for the whole school (library periods exist in just this way).

In the days of batch processing or the terminal, computing could quite happily be treated as an adjunct to a computer studies syllabus. Indeed, having an examination in computer studies was often used as the main justification for having computer facilities at all. The micro changes all this, because its versatility makes it an interdisciplinary tool, which needs to be treated as a common resource.

Children can contact the computer in school in three ways: as consumers in the classroom, when the micro is used as a demonstration aid; as individual consumers, both with CAL material and with games (useful for promoting keyboard literacy); and as programmers. The first two of these potentially embrace all the pupils, but the third does not.

Those who want to become proficient programmers need to have competent advice, and there must be at least one member of staff available to provide it (hence the need for in-service training). These programmers can provide some of the

programs needed for the first two groups, working to a specification by subject staff, and acting under the guidance of the staff programmer, and perhaps a senior pupil programmer.

In this way, software consultants build up, servicing the needs of the rest of the school. Much of this work will take place during lunch-time after school, and during private study periods. Coordination on a global basis of such school-based consultancies can provide very efficient software, produced in part by pupils themselves.

There is a great need for a head of computing, a head of department in his/her own right, to coordinate computing throughout the school. This must be independent of the subject department. Needless to say, I also vital that examinations in computer studies are not allowed to distort the focus which a general computing department provides.

Ian Birnbaum is head of Studies and Computing, Ramsey Allot School, Cambridgeshire.

Developing lifeskills

Barrie Hopson
Mike Scally

How well are we preparing young people for the present and future - a future which includes new and fewer jobs, a variety of co-existing career patterns, a change in our concepts of work and leisure, more discretionary

time, recurrent education and re-training, more social mobility? The emphasis in all these features is on change: more movement, more choice, greater diversity of life-styles, more ambiguity, more decisions, fewer certainties.

As a training unit, we became interested in how teachers who wished to do something other than subject-centred, information-oriented teaching could begin to develop life-skills in their students. We have so far produced eight teaching programmes providing material on: "How to communicate effectively";

"How to make, keep and end relationships"; "How to make effective transitions"; "How to be positive about oneself"; "How to manage negative emotions"; "How to manage time effectively"; "How to find a job"; "How to be assertive (rather than aggressive)".

Other programmes are being produced on how to study effectively, how to cope with unemployment, how to prevent and manage stress, how to be an effective member of a group, and how to give and receive feedback.

Teaching materials are one thing,

the teaching skills which enable them to be used effectively another. Using teachers known to us, we had the programmes tested in a large number of schools and colleges, and used the feedback to revise particular exercises. The response so far is exciting.

We are training a team of teachers to run training modules on specific life-skills programmes on CCDO courses and in-school training. This training places an emphasis on developing the skills a teacher will need to use these materials in the classroom.

Lifeskills teaching is not intended

to be yet another new contender in curriculum prime time. Much of it can and does take place through normal subject teaching. Our own teaching programmes have been used in careers, social studies, general studies, RE, English, personal and social education etc. Good teaching itself will help to develop many of the skills, but we believe they are too important to be left to chance.

Barrie Hopson and Mike Scally work in the Counselling and Career Development Unit, University of Leeds.

Evidence or proof?

Michael Youngman

Jane Hesketh's article (July 17) on Neville Bennett's teaching styles research is a curious collection of facts, assertions, myths and prejudices. Its serious weaknesses are the misuse of minor detail at one extreme, and the gross overstatements about social research at the other.

Take, for example, the references to destroying the data. Jane Hesketh reports that the data were not destroyed, as a computer printout and a computer file were available. Presumably she means that the teachers' questionnaire responses had been destroyed?

If that were so, it begs the question as to how she knew there were errors - in the computer coding - as distinct from inconsistencies - missing or dual responses, for example. On practical grounds, all researchers eventually have to discard or relinquish most of the paperwork accumulated during a project.

I recently returned 365 job description checklists to teachers: because part of my original promise was to supply them with detailed feedback. Am I to be branded as negligent? The researchers were following standard practice.

Researchers will recognize Jane Hesketh's comments on social research methodology as another disguise for the time-worn debate over qualitative versus quantitative approaches. It would have been helpful to have been presented with new or superior evidence, but she falls into the trap of misleading without supplying supporting evidence, or suggesting ideas without offering successful examples.

Take her assertion that "classification posters: rigid attitudes in which individuals are encouraged to conform to standards rather than experiment and adapt to varying circumstances". Why should I believe her rather than George Kelly?

Kelly contended that in human interaction classification is a means whereby we make sense of our environment in order to adapt to varying circumstances. Personal Construct theory and its offshoot - the repertory grid - have become probably the most successful approach to researching the effects of changing social environments.

On the statistical side, we are told by Jane Hesketh that human quantification is invalid (but not why), that statistical techniques cannot be evaluated (yet educational and psychological research journals abound with studies comparing and testing the performance of statistical methods) and that "all too often statistical results are presented as conclusive proof" - even though most report writers fall over backwards to point out the limitations of their samples, measures, analyses and results.

Have statisticians - as opposed to educational researchers - really been so constructive in their contributions to social research? If that is so, why do so few social science courses refer to texts written by statisticians.

Why do so few statisticians carry out social research? And why is the traditional approach to the teaching of statistics considered so irrelevant and incomprehensible by the majority of social science students?

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Why do so few statisticians carry out social research? And why is the traditional approach to the teaching of statistics considered so irrelevant and incomprehensible by the majority of social science students?

Social researchers are only too eager to employ appropriate advanced techniques as they become available. Some statisticians are aware of this and, working closely with applied researchers, they have developed highly successful facilities.

More often, however, statisticians communicate only with the mathematical elite. Unless the likes of Jane Hesketh can make Professor Atkin's recent expositions more widely accessible than they are, in their present form, the doors they embody will never be subjected to real-life applications.

In the meantime, we educational researchers will continue to try to supply reliable and reliable information for those who ask questions of education. Jane Hesketh misunderstands the role of social researchers. We supply evidence, not proof.

Michael Youngman is lecturer in educational research, School of Education, University of Nottingham.

Segregation for whom?

Patricia Potts

Eight young people in the school-leavers class of a school for physically handicapped children have discovered that, in this International Year of the Disabled, when visits between ordinary and special schools are particularly to be encouraged, the onus is on them to break the social ice, and that some of their able-bodied peers cannot cope with joining them for coffee and a chat.

The teacher responsible for organizing community work for the non-exam school-leavers in local senior schools visited the PH school, to ask if the top class would take part in a project investigating access to public buildings in the borough. Their class teacher said this would be difficult as they were all working hard for exams, and was distressed by the implication that disabled schoolchildren sat about at school waiting to be pushed and hauled into libraries, supermarkets, cinemas, playgrounds.

Instead the group from the ordinary school was invited to spend an afternoon at the PH school, to drink coffee and discuss the problem of access in the community together. A teacher from the senior school came first on his own, and was obviously disturbed by the sight of the disabled boys and girls, although they efficiently and cheerfully made him a welcoming cup of coffee. He said his own group would not be able to hope, but agreed to go away and think about it.

In the event, half a dozen boys visited the PH group, which was nearly all girls. The hosts suggested that it would be a good idea to start by introducing themselves, telling each other what they were doing at school and what they hoped to do when they left in the summer.

The PH group were voluble, friendly and interested, but their visitors were tongue-tied. Their teacher helped them a little, and was perhaps unsure about how they would behave.



Helping the handicapped: how do you break down the barriers?

Most of the time he sat quiet, but he did ask one of the PH boys why he had not mentioned his disability when he talked about himself. The boy, who has cerebral palsy, replied that it was not the most important thing about himself.

The discussion of community access faltered, so the PH children offered their own experiences of unseizable steps, narrow doorways, filthy handrails and cramped lavatories. This resulted in nervous giggles from the visitors. Afterwards, the hosts talked about the afternoon and how uneasy it had been.

But what upset them most was that they received no further communication from the senior school, from the boys or the master, no thank-you letter and certainly no return invitation, which would have given an on-the-spot survey of the

accessibility of the ordinary school. A teacher from another disabled school came to see the disabled group, but he was so put off that he did not bring his own group of learners at all. The PH children, therefore, decided to cast their net wider, and have since received visits from some poly students and a group of senior pupils, who had been better prepared than the first group.

An open working day, to which any of the staff from all the local schools are invited, is planned. The PH young people have yet to be invited to pay any return visits.

So whom does segregation benefit?

Patricia Potts is working on the new "Special Needs in Education" course at the Open University.

extra

EFL/ESL

The new lingua franca

Susan Norman on English as an international language

The great hope for Esperanto was that it would break down the barriers to international communication.

Most thinking people would accept the need for a common language to facilitate international trade and exchange and Esperanto is easier to learn than most of the speakers of the component languages, yet it never really caught on. The language of hope has remained an intellectual hobby with a relatively small following.

One obvious reason for its lack of success is that the learner has no guarantee that the people he or she wishes to communicate with will speak it too. The person who feels the need to learn a foreign language, for whatever purpose, looks around for one that is already widely spoken in his or her chosen field.

The position of the United States as a major world power, the existence of large English-speaking populations in Britain, Canada, Australia and South Africa, and the remnants of the British Empire in the form of the official language of business in such countries as Nigeria and India has meant that English has emerged by a process of natural selection to fill the role originally envisaged for Esperanto at the heart of the international business world.

Its success has been such that a German might well be found using English to negotiate a deal in Japan, and it is somewhat ironic that British and American businessmen and women are finally waking up to the desirability of speaking the language of their trading partners at a time when this need is being obviated by the large numbers of foreigners prepared to learn English.



The English language is flourishing and with it its purveyors. Despite the current economic climate, teachers of English as a foreign language can still find jobs and there is a ready market for the EFL textbooks which pour onto the market each year. But what exactly is it that we purvey? Whispers of discontent are filtering back from abroad that in the main our lessons and our textbooks are too culture-specific. Perhaps too the language they contain is too native-speaker specific. It is time we woke up to the fact that while foreigners may be keen to learn "our" language, it is not necessarily us they wish to speak to. British English is a local dialect in a global language mine of whose speakers have no intention of ever setting foot on British soil, and yet it is this dialect which is the subject of most linguistic analysis going on in this country. While we still hold an advantage in this field, I suggest we take a leaf from the Esperanto book and a more radical approach to the

teaching of English by creating a new dialect totally geared to the needs of the international user.

"International English" would be a greatly simplified version of the language we use as native speakers. While not wishing to hold up either Creole or Afrikaans as ideal languages for the expression of highly sophisticated concepts, they both nevertheless demonstrate that it is possible to conduct one's affairs (business or otherwise) while restricted to three main tenses which correspond to past, present and future time. Foreign learners should therefore be able to express themselves equally comprehensively with three similar tenses in English. The finer distinctions of meaning we make in native-speaker English by using the many different tenses at our command can be expressed in most cases by the inclusion of a time expression or expression of intent.

The process has already been started by those Americans who ask, "Did you do it yet?" in a situation in which most British-English speakers would normally say, "Have you done it yet?" The important thing is that no one would misunderstand the meaning of either sentence because of the all-important word "yet". In International English this word is taken further so that all past forms (did, have done, was going, have been doing, had been doing) are expressed by the simple past form "did". Many of the future forms could also be done away with, leaving "will" as a marker of future time to which time expressions are added for greater precision as necessary.

Theoretically it would be possible to take this line of thought to its logical conclusion and make do with one verb form while relying entirely on time expressions to clarify meaning. However, while it is expedient to simplify the language by taking advantage of the natural redundancy that occurs, language is used in such a way that to eradicate all redundant forms would hinder communication. You can afford to miss a word or two of what people say when you can deduce the overall meaning of an utterance from context, but where each word carries total responsibility for the expression of a concept, a speaker would be constantly interrupted every time a word was unclear. Also, because the nature of language is to express thought, those who appear to have only a rudimentary grasp of a language are frequently credited with fairly rudimentary mental processes. While I am aware that this fact to some extent undermines my proposal for a simplified dialect, I am confident that because of the greater ease with which it could be learnt and taught to foreigners of any nationality, learners would sound more competent after a relatively short period of study than those who follow more conventional courses sound using a multitude of tenses imperfectly.

Obviously the reduction of tenses to three is only a starting point. Decisions have to be made as to whether passive, conditional and modal forms should be included, what emphasis would be placed on pronunciation, whether or not to teach articles etc. the deciding factor in each case being how comprehensible the speaker would be without the aid of the speaker. It is time it would take to learn them. All chosen forms would then be double-checked to make sure there was no conflict of meaning with native-speaker English.

At this point, I should make clear

that I am not recommending a total revision of the language. I do not advocate the manufacture of artificial forms (eg the invention of regularized past tenses such as "gived", "thinked" etc). Regularizations, such as to our notoriously difficult spelling system, have been proposed before with a spectacular lack of success - presumably for the same reasons that Esperanto did not succeed. An essential requirement of International English is that all forms are immediately recognisable by native speakers - and vice versa. Indeed, although the IE dialect is a simplified version of the language and one which foreigners would learn to produce, any IE course would take into account that learners would be likely to encounter a wide range of English - most of it of the native speaker variety. Great emphasis would therefore be placed on the receptive skills of reading and listening (using many existing techniques and approaches) and students would certainly be taught to recognize the significance of the various forms and tenses used by native speakers, even though they would not be expected to spend precious time learning to produce those forms themselves.

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Susan Norman is an experienced freelance EFL teacher, teacher trainer and author. Her books include *Export English* (BBC) and *We Mean Business* (Longman).

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extra

Making the job less horrible

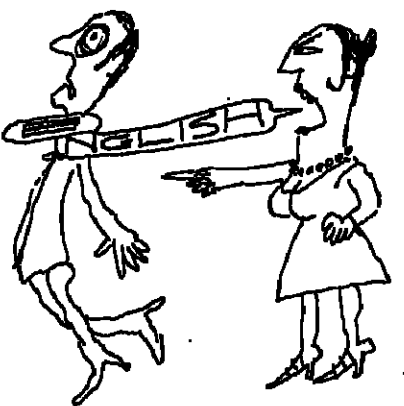
Greg Spiro on business English teacher-training

The leading characters - One, Rosie Teffal, experienced English teacher, currently employed at the High Price School of Languages, Acacia Road, somewhere on the English Riviera. Second, retired Brigadier General Harry Foundling-Principal, owner of the aforementioned institution. Time - the recent past

Act 1 Scene 1
Enter Rosie stage right having been summoned to the Brigadier's office.

Brig. (straight from the shoulder) - "Rosie old sport, we've got a 'special group' parachuting in tomorrow, bunch of gnomes from Zurich, you know - starched collars, mountain air, Swiss bank types. Gotta give them something a bit more on the nail than old 'Colonel' finger-tickin' plus. Look, this'll help (smoothly hands over copy of British Banking Made a Dodgie) - get that under your shirt over night, and you'll take 'em by storm."

The following scenes portray Rosie burning the midnight oil with the

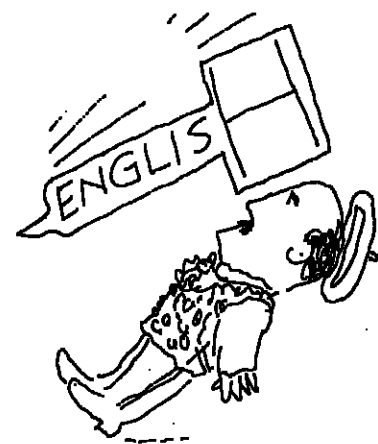


foretold masterpiece, between cat naps laced with a recurring nightmare of Documentary Credits, loosely disguised as unobtainable realism, dancing about her lissome throat. The next morning the play reaches its tragic climax as an ashen-faced Rosie collapses into a coma in front of her Swiss-made bankers who try to revive her with fanning waves of the school prospectus entitled - "How we cater for your needs".

This grizzly tale of life at the Business English chalk face may strike some readers as not being all that exaggerated. How many competent EFL teachers, like Rosie, have found themselves caught up in the ill-thought out ESP diversifications of many a high street language school, eagerly looking to offset the decline in the general EFL home market, without offering any kind of supportive training. Even worse, what about those institutions at home and abroad - banks, companies, colleges of further and higher education - who have also plunged into 57 variations of English for business, banking, medicine, technology, etc. - without either reviewing their recruitment policy or developing the skills and knowledge that their staff so need for these more specific adventures? As one committed Paris-based teacher succinctly commented in a discussion on training - "There are thousands of these business English teachers making their jobs horrible."

By contrast, another colleague, originally qualified as a lawyer, pointed out that he preferred his business language work to law teaching because it offered the most difficult pedagogic challenge. What he had in mind was no doubt the need to draw together so many different elements - the marriage of concept and communicative skill. Moreover, in a recent article on "Language and Exporting" (British Business July 1981) Anne Edge refers to Professor David Lister's suggestion that "within the universities and polytechnics there is increasing acceptance that teaching languages for business can be academically valid."

So within this situation encompassing such extremes of neglect and individual commitment we must ask two basic questions: what training, if any, does exist and, what provisions, given the will, ought to be made? The first question draws attention at once to an obvious contrast between the royal progress made in general EFL teacher-training - the widely recognised International House and Royal Society of Arts Certificates in TEFL plus various PGCE and MA programmes, with the dearth of schemes for the business English teacher.



It may be that teachers and institutions consider the basic grounding in communicative methods gained from these more general courses to be sufficient, but there is also evidence that many business English teachers feel unsure about the relationship between content and approach and need some practical help in the exacting task of drawing the various elements together. "How much knowledge do I need in accounting, law, marketing, etc?" "How do I maintain an emphasis on communicative skills?" "What about the syllabus?" "How do I tailor my materials?" These are legitimate questions reflecting the doubts and interests of the business English teacher whose own needs are in no way comprehensively met by a token ESP question in the RSA paper.

In terms of training already available it must be mentioned that some universities, notably Reading, Aston and Birmingham - have addressed the problem at departmental level and within applied linguistics MA programmes or, as at Essex and Lancaster for example, on one or two term post-experience ESP courses, the Lancaster programme concentrating particularly on the exigencies of technical English. However, it may be that among the organisations best adapted to grapple with the training problem are those already locked into battle on the front line - hence, are able to relate a training facility to the operational endeavours of their own staff. Two course developments have originated with marked success - one in a language training consultancy and the other in an undergraduate business school.

Adrian Pilbeam and Mark Ellis were previously attached to Professional Language Services, an offshoot of Language Tuition Centre which, in turn, was recently wound up as a subsidiary of Westinghouse Incorporated. They have managed to salvage from the ruins an independent consultancy, Language Training Services, which evolves programme and materials for a number of European companies on the premises that, as businesses audit their accounts and other internal systems, so should

they submit their language training requirements to a strict and methodical check in order to ensure that only rational and cost-effective programmes are developed. The approach involves taking teachers and course co-ordinators out of their immediate environment for a week and giving them an intensive going-over on syllabus design and materials development techniques. Given that practising teachers are not always able to pursue full-time or even part-time diploma courses, this short intensive burst can prove both stimulating and practical.

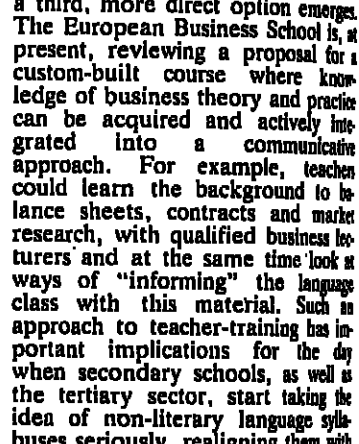
In a similar vein, the European Business School (London), based at, but independent of, the City University, has for a couple of years been offering occasional intensive business English teaching seminar weeks which have attracted participants from language schools, universities and polytechnics, Ecoles de Commerce and companies. The course concentrates mainly on materials development and classroom techniques - in particular, the building on resources from both its languages and business studies departments a framework of theory and techniques is forged that take into account the objectives and processes of management activity before relating these to communicative needs. EBS, of course, is mainly preoccupied with its four year undergraduate programme in business studies and languages and it is noteworthy that, with the growth of French and German in the London centre modern language teachers are now looking to the training seminar with a view to cross-fertilisation of methods and material.

These two examples of practical, short courses go some way to providing Business English/Language teachers with a 'training tool' - they avoid the need to give up huge amounts of time and participants find that they can apply the "lessons" of the seminars to their teaching situation without delay.

However, it cannot be pretended that such courses completely answer the problem. So what more should be done? First, it is time that the public examining bodies, particularly the RSA, looked in a less desultory way at more specialised qualifications, possibly a supplement to existing TEFL certificates which could be endorsed on the completion of further training and an appropriate examination. Such a provision would encourage designers to think more strategically about requirements and help to promote the establishment of minimum standards in the ESP and "related syllabus" worlds.

Equally, business English teachers should be encouraged to acquire professional qualifications in business fields such as the Institute of

Marketing Diploma or the Certified Diploma in Accounting and Finance, both of which can be done part-time. It must be emphasised that these are in no way prescriptive, but there would be no shame in trying to relate an acquaintance with communicative methodology to a specific body of knowledge. Moreover, a good many business studies teachers, particularly those with a high foreign student ratio, could do a lot more than to follow a course in communicative methodology themselves. The difficulty posed by this approach, however, is that the teachers in both cases are required to make all the links in isolation - so a third, more direct option emerges. The European Business School is, at present, reviewing a proposal for a custom-built course where knowledge of business theory and practice can be acquired and actively integrated into a communicative approach. For example, teachers could learn the background to a balance sheet, contracts and market research, with qualified business lecturers and at the same time look at ways of "informing" the language class with this material. Such an approach to teacher-training has important implications for the day when secondary schools, as well as the tertiary sector, start taking the idea of non-literary language syllabuses seriously, realigning them with



economics, social sciences and technological subjects. With a suitably fashioned teacher-training base, the "job" might not only become a lot less "horrible" but may, in fact provide that example of imaginative pedagogy which will hold the attention of the many students who, at present, do not see the point of doing language at school.

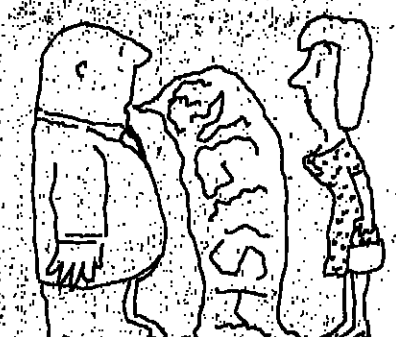
Further information about the two short courses mentioned above are obtainable from: Language Training Services, 10 Essex Street, London WC2, and Languages Department, European Business School, Lomb Denny House, 23 Goswell Road, London EC1.

Greg Spiro is Head of Languages and Deputy Director of the European Business School.

No jogging here

Longman Lexicon of Contemporary English. By Tom McArthur. Longman £4.95. 0 582 55527 2.

Like Roget's *Thesaurus*, the *Lexicon* groups words into sets of topics. The 14 sets begin with "Life and Living Things" and logically move through activities, objects, institutions and feelings, mostly associated with the animate world, until the final set of General and Abstract Terms is reached. As the compiler says, the book is concerned with the everyday. It has nothing like Roget's range of universal concepts. But it is meant as a practical aid to expand vocabulary and it also performs some of the functions of a dictionary: definitions (based on those in the *Longman Dictionary of Contemporary English*), grammatical information, syn-



onyms and cross-references are fully supplied. Guidance on pronunciation is given when differences between speakers may exist. The order of head-words in each subdivision seems arbitrary, but should have been omitted from the

letters distinguishing the sets, since it can be mistaken for the figure "1" when the reader consults the Lexicon or page-headings. Although the *Lexicon* is not meant to be comprehensive, I was surprised that "jog" was missing from "running, jumping, etc." "video" from "television, and "teetotal" from "drunk and sober." But the *Lexicon*, which in its contextual approach is in line with current TEFL theory, should help students to solve some of the problems posed by the extensive English vocabulary, including the numerous synonyms and the differences between usages that are emotional, neutral, formal and informal, and polite and impolite. The book is accurately printed, looks attractive and is illustrated with informative drawings.

Donald Hayes

extra

Point of arrival

Edward Fennell on teaching English to the Boat People

There is more to the Vietnamese Boat People than stories of survival and hardship. For many of them the challenge of adapting to an alien language and culture has been as difficult in its way as their escape.

In Britain the need for a programme of language instruction for the refugees was recognised from the start. Based on the Reception Centres and extending into the normal adult education provision, English tuition has an important part in the resettlement process. However, as critics have pointed out, the facilities for the Vietnamese have only served to highlight the deficiencies in what is done for other newly-arrived immigrants.

At the heart of the education programme are the schools and adult education classes within the camps where the Vietnamese are housed when they first arrive. As well as being a staging-post en route to a settlement they aim also to give a grounding in language and culture. As one teacher said, "We provide a 'survival package' of skills and understanding so that they can cope with the immediate problems of life in a British community."

The classes (backed with money from the Home Office but administered through the local education authority) were originally expected to give a three-month basic English course. However, as council and private accommodation for the Vietnamese has become progressively harder to find, the period of stay within the reception centres has lengthened. Now people may be living in a camp for a year or more, and this variety of stay, together with the tremendous diversity in previous educational experience has led to problems for the teaching staff.

With refugees arriving and departing at irregular intervals, and serving a complete cross-section of Vietnamese society (from college lecturers to illiterate rural peasants) it has not been possible to draw up a neat standard course. Instead the emphasis has been on flexibility so that individual teachers should be able to respond precisely to the needs and potential of particular groups of students.

At one camp a syllabus has been established to provide the short-term resident or moderate student with at least a basic grasp of the appropriate language to cope, for instance, at the shop or job centre, whilst the long-stayer and more able can pursue the subjects considerably further. Obviously this is more demanding for the teachers than simply following a course book since they have to make fine judgements on the "level" of each of their groups. For those who have come from a traditional Teaching English as a Foreign Language background with experience of European students or businessmen, the change in approach is marked. Indeed some have found it very difficult to adapt to a system where they act as teachers, rather than a course-book, are in charge.



The overall success of the reception centre education programme is hard to assess. Some refugees have clearly benefited considerably from it and have been able to find jobs rapidly upon resettlement because of their competent English. Indeed the correlation between employability and language skills is probably greater now than ever before simply because employers can be more selective in their recruitment. On the other hand the teaching of language "in a vacuum", as is the case inevitably in the camps, means that retention is often quite limited. As one adult education organiser com-

mented "they have to start all over again from the beginning once they arrive in their resettlement areas".

Once resettled they become dependent on the normal English language classes (if any) provided by the I.E.A. Sometimes, especially in the larger cities, this can be very good. One London borough for example offers students 24 hours of instruction a week - more than they would receive in a reception centre. Not all areas are as generous however, and in some rural districts there has had to be ad-hoc improvisation. Usually this has meant recruiting volunteers who are then trained and co-ordinated by a full or part-time organiser. Often these volunteers are members of the "support groups" which have been set up to look after the practical side of resettlement - doctors, social security, schools and so on. In order to cope with the various agencies of the welfare state a fairly specialised language is required and the volunteers themselves are often unaware of the complexity of provisions and the jargon which accompanies it.

To remedy this the Joint Council for Refugees from Vietnam has recently set up a tutor-training programme for the volunteer language teachers. As well as developing techniques they also introduce teachers to the range of educational materials which are available. These have grown considerably in recent years in response, it would seem, to the arrival of the Vietnamese.

Whilst the bulk of language teaching is now undertaken through adult education or volunteers there are also small scale developments under the auspices of the Training Services Division's "Springboard" scheme. This concentrates on "industrial language" since refugees with technical skills still encounter problems in employment because of a lack of appropriate vocabulary.

All the original work taking place here has served to give Teaching English as a Second Language a boost in interest. Whilst the Vietnamese programme may be short-lived its long-term effects on "English for immigrants" may be considerable.

First aid kits

Margot Firkin on ESL for adults

Teaching English as a Second Language. By Sandra Nicholls and Julia Nash. BBC Publications £2.95.

Crosswalk. By John J. Gumpers, T. C. Jupp and Celia Roberts. The National Centre for Industrial Language Training, Havelock Campus, Havelock Road, Southall, Middlesex UP5 4NZ. £1.00.

Lessons from the Vietnamese. By Frank De La Motte, Helen Fraser, Malcolm Greatbanks, Shan Rees, Anne Slater et al. National Extension College £3.50.

Teachers of ESL to adults come to the field with a great diversity of experience, of training, of background, and of expertise. Some are "converts" from EFL, some from adult literacy projects and some from schools. But they generally have two things in common. Firstly, none of them come to the work already trained (no such initial training exists) and secondly, all share a strong commitment to the work and a desire to increase their competence. Some may have access to a special in-service teaching certificate course leading to the RSA Certificate in Teaching English as a Second Language. For the remainder, published material on methods and techniques specific to ESL for adults has been pretty thin on the books.

As part of the BBC's English as a Second Language Project, Sandra Nicholls and Julia Nash have pro-

duced *Teaching English as a Second Language*, a handbook for ESL teachers which is full of detailed and practical suggestions - "bringing together some of the thoughts and ideas and (presenting) them within the context of the increasing understanding of the specific characteristics and significance of ESL."

The writers focus attention on the strategies students require in terms of access skills, i.e. for access to information and understanding of relevant procedures; communication skills, i.e. competence in the spoken language and an ability to use that language appropriately; and literacy skills, i.e. with an emphasis on functional literacy.

They place great emphasis on the value of starting with what students already know, and on the teacher being conscious that the students are adults, with a competence in their own, first language. They include provision for the post-elementary students who may not "appear to have a language difficulty because of their ability to deal with the routine situations, but when things go wrong and their ability to communicate breaks down, this may be interpreted as a behavioural problem rather than a language one."

It is this interpretation of communication breakdown which is analysed in *Crosswalk*. It provides background material for a BBC television film Britain series. The handbook explores some aspects of cross-cultural communication, and how "cross-cultural communication diffi-

culties can result from systematically different cultural and linguistic differences of language and how these difficulties may in turn build and reinforce group stereotypes. The emphasis is on what language *does* rather than what language *is*, and even without access to the film, will help teachers to look at the ways students can be helped to an awareness of what might have gone wrong.

Lessons from the Vietnamese has its origins in the practical experience of a group of teachers working on the B.C.A.R. Vietnamese Project. Faced with a paucity of suitable teaching materials, the group pooled their ideas and experiences and produced this book. It is essentially a practical guide to ESL methodology and techniques with sections on syllabus planning, role-play, reading comprehension, group work, ESL literacy etc, and includes worksheets and ideas about aids and materials. Although specifically directed at teaching Vietnamese students, much of the content has a wider application and is exploitable by those teaching other ethnic groups.

It is perhaps symptomatic of the fluid and developing state of ESL for adults that these books are entirely handbooks or kits: the definitive textbook for teachers has yet to be published. All three have useful bibliographies, but for a more exhaustive survey the second NATESLA catalogue will be available in the autumn. It will contain a very comprehensive look at materials presently available with critical comments on their suitability - or otherwise.

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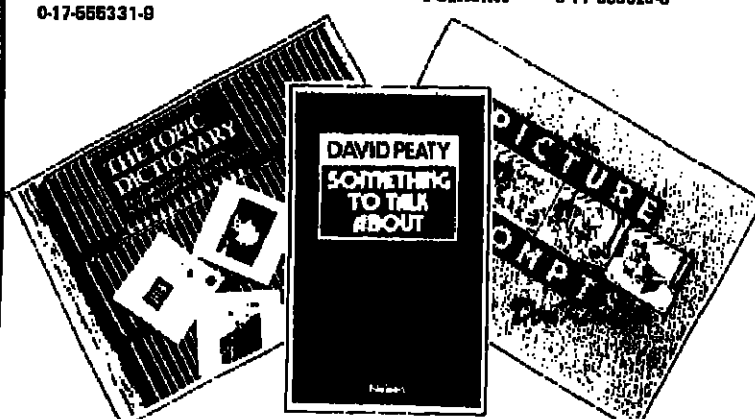
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extra
English through the news

Michelle Sommers and Vivienne Vermes on a novel approach which they have pioneered in Paris

Although one often hears protests about how the invasion of Americanisms and Anglicisms is ruining the purity of the French language, the French are hardly averse to learning English. In 1980-81, more than 3,000,000 students were studying English, with over 81% choosing it as their first foreign language. The number of adults learning English has risen considerably each year, with the government financing language classes as part of unemployment benefits, and companies offering courses to their employees as part of a continuing education programme. Proficiency in English is considered both a personal and professional necessity.

Yet, after more than eight years of study, most French people are neither comfortable with, nor fluent in English. This situation has stemmed from outdated methods of language teaching, where memorization and translation are considered more important skills than communication. However, with Speakasey Publications - two newspapers and a series of cassettes produced by Editions Fernand Nathan, one of the largest educational publishers in France - hope is on the horizon.

Based on the principle of "English through the news", the newspapers now have a readership of over 60,000, among high school students and university students, as well as adults. People of all ages seem to find *Speakasey* and *Easy Speakasey* a lively and effective way to learn English. *Speakasey*, a 12-page newspaper for intermediate and advanced students, and *Easy Speakasey*, an 8-page newspaper for lower intermediate students, are now published five times a year.

The editors believe that for a language to be learned and assimilated, it must be anchored in the cultural



context in which it is used. By presenting English through the news, the newspapers satisfy four basic criteria for language learning: curiosity, knowledge, pleasure and communication. The writers of the newspapers presuppose that their readers, while perhaps not having a fluent command of English, are intelligent human beings interested in the world around them. The tone is always adult, and the reader never feels that he is being "talked down to" because he is a non-native speaker.

This theory has proved quite successful. Although the language in *Speakasey* is not over-simplified, a survey carried out among readers showed that over 95% found the language adapted to their level. This means that students would rather accept the challenge of trying to understand a fairly difficult text which interests them, than read an

easy one which bores them intellectually.

Regular freelance contributors are published in each issue to ensure stylistic variety. *Speakasey* and *Easy Speakasey* have educational advice and accompanying teachers' notes. "In Other Words", a most appreciated section of *Speakasey*, defines in context over 100 difficult words which have been italicized in the articles. The vocabulary explanations in *Easy Speakasey* are found at the bottom of each page in the form of a game in which readers have a choice of two definitions, and must find the correct one from the context of the article.

One outstanding aspect of the two papers is their international scope. The editors strive for a balance of articles from all over the English-speaking world. Freelance articles

Quotidian quirks

Write It In English. By Michael Cullup.

Nelson £1.65. 0 17 580008 1.
Communicate In Writing. By Keith Johnson.

Longman £2.00. 0 582 748119.
Teacher's book 95p.

In and About English. By Ian Dunlop and Heinrich Schrand.

Pergamon £2.50. 0080245706.
English For Yourself. By H. A. Swan.

Hulton £2.40. 0 7175 0874 9.
Advanced Reading Skills. By Pauline Barr, John Clegg and Catherine Wallace.

Longman £2.75. 0 582 55904 9.
Task-Listening. By Lesley Blundell and Jackie Stokes.

Cambridge University Press. Student's book £1.50. 0 521 23135 3.
Teacher's book £4.95. 0 521 23136 1.
Cassette £5.00. 0 521 23137 X.

"Imagine that you are going to write a novel - in other words, a work of fiction. Do the following things: goes one of the rubrics in *Write It In English*. In the same book, the lower to upper intermediate student is also faced with the picture of a suitcase to describe. A graph to help to interpret and several jobs to apply for. The book contains 65 pages and 12 sections, which gives some idea of the amount of time that can be devoted to each topic. The foreign learner may well learn to string together a few well-learned, narrative or descriptive sentences, but the chances of his ever imagining

himself as a novelist would seem remote.

The problem for people producing books about writing English is, which English they want students to write. Asking them to run the gamut from writing fiction to describing the way a double sheet bend is tied is likely to confuse them. *Communicate In Writing* goes some way to providing a more analytical approach. It is aimed at intermediate to advanced students and offers practice in both reading comprehension and writing for those needing to write reports and articles in English in the course of their work or study. There are three main sections: describing things (like bees), describing events (like the Armada), and developing arguments (like "Women's Lib"). Each of which is based on a passage which is used for both reading comprehension and writing exercises. The passages are too short and too quickly selected but some of the teaching items, such as the use of "passive writing" and the various linguistic mechanisms ("whereas", "indeed", "even", relative clauses) are effective and could be developed by an inventive teacher. The book is intended as a "bank of materials" rather than a course book and has been successfully used with overseas students at British universities.

In and About English (intermediate and advanced) and English For Yourself (lower and middle intermediate) are both intended as supplementary material rather than being concerned specifically with reading and writing. Of the two

HAPPENINGS



REPUBLICANS TAKE OVER SENATE

"curiosity, knowledge, pleasure..."

are submitted from Australia, Canada, New Zealand and Africa as well as Britain and the United States.

Each issue of *Speakasey* contains a double-page feature of several articles on one theme. Topics have included "The Uprooted" - a study of immigrants in English-speaking countries, "On the Road", "You Are What You Eat", "Media Cover-Ups", and "The Human Brain". Overworked "textbook" subjects such as drugs, hooliganism, the role of television, are either avoided, or presented in an original manner. Readers' comments have shown that the most popular articles are those which deal with current social and political issues: "Being Black in Britain", "On the Mexican Border", "US Handgun Control", "London's Arabs: East Meets West". However, *Speakasey* does not neglect the popular side of British and American life: there are articles on the latest films, records, and people in the news, as well as a literary section which has covered such writers as Sylvia Plath, Jack London, Katherine Mansfield and Scott Fitzgerald.

Easy Speakasey's special feature is the section "Kids Speak Out" which presents young people's views on subjects such as discipline, money, appearances and vacations. Other sections cover news, sport, fashion and travel. Although this paper is

designed for students between the ages of 13 and 15, it has been used successfully by adults.

A recent addition to *Speakasey* Publications is a series of cassettes, "Speakasey Broadcasts". After talking to a lot of students and listening to existing EFL cassettes, it was thought that there was a need for authentic material, which would prepare students for what they actually hear when they arrive in an English-speaking country, rather than presenting an over-simplified slowed-down version spoken by actors in a recording studio. The *Speakasey* cassette is in the form of a radio broadcast recorded in London, New York and Los Angeles. These include interviews with Pierre Salinger on the Kennedy assassination, investigative reporting by Duncan Campbell on wire-tapping in Britain, and Michael Croft of the National Youth Theatre. There is a report on Puerto Rican immigrants in New York, and Asians living in London. "Speakasey Broadcasts" also looks at young people in England - the clothes they wear, the music they listen to, and the jobs they want, but can't get. Each cassette is accompanied by a notebook containing a transcript as well as exercises in pronunciation and comprehension.

Although the largest market for *Speakasey* Publications is in schools, with teachers subscribing their classes, more and more individuals are discovering *Speakasey* and using it on their own. The up-to-date presentation and contents allow the reader to feel that he is reading and hearing English as it is used everywhere, and not in the classroom. The range of subjects corresponds to a growing demand to know what is happening throughout the English-speaking world, and leads to an awareness of the linguistic differences and complexities in countries where English is the mother tongue. As the reader's knowledge of these societies grows, so does his enthusiasm for the language.

Speakasey plans to continue in the direction it has taken by publishing books which will help students to appreciate and enjoy English. The papers are distributed in France, Holland, Spain, Switzerland and Belgium, and if the British are not too afraid of some Americanisms, will be equally successful here.

For free copies of *Speakasey* and *Easy Speakasey*, write to Editions Fernand Nathan, 9 rue Mechain, 75014 Paris, France.

Michelle Sommers is founder-editor of "Speakasey", and Vivienne Vermes is associate editor.

Paddy Bostock

and *About English* is the better worked out and presented. It contains 20 units, each subdivided into seven sections called: What would you say (ie. situation), Understanding (ie. text), Ask and Answer (ie. comprehension), Language (ie. vocabulary and grammar), Communication (ie. conversation and written exercises), Understanding Information (ie. adverts and forms) and imaginative English (ie. Cambridge First Certificate literary passage). Each unit revolves around a topic, like travel, and is based on a passage which gives rise to the following sections. There are the inevitable application forms, advertisements and communicated and, "to start them talking", students are posed some seemingly banal questions like "if something is marked 'sale price' £5, does that mean that the price has been reduced for the sale?" but the book does provide a variety of material and follows an identifiable pattern. The same cannot be said for *English For Yourself*. Perhaps because they restrict themselves to single, although different objectives, *Advanced Reading Skills* and *Task-Listening* both succeed better than any of the books mentioned so far.

Advanced Reading Skills systematically presents a series of devices (teaching key words, topic sentences, reference words, connectors, etc.) which advanced students can use to unravel some of the complexities of written English, and does so within a framework of subtly chosen texts (Russell, Schumacher, Somerset

Maughan, Barry Hine plus extracts from periodicals) illustrating subjects likely to interest students (education, work, class, divorce, ecology) and not insult their intelligence. The section on advertising leans on John Berger with its sexy cars and puzzling Badesda baths, but the book as a whole should provide a useful introduction to a one-year Proficiency course, providing good intensive reading practice, although lacking the full answer selecting apparatus needed for the Cambridge exam.

Cambridge ELT

Further information and inspection copies for teachers available from Rosalind Horton at the address below.

Cambridge ELT

New Directions in Language Teaching

Editors: Howard B. Altman and Peter Strevens

This new series is designed for all language teaching professionals who need to stay abreast of issues facing the profession today, and who want to know about important developments on the other side of the Atlantic and elsewhere.

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NEW
Developing Reading Skills

A practical guide to reading comprehension exercises
Françoise Grellet

A handbook for teachers of English who would like to develop their own reading materials or who wish to enrich a reading course. It offers a classification and description of exercises aimed at developing various reading skills, and will encourage teachers to introduce variety into the teaching of reading.

Cambridge University Press

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

extra

Teacher's task

Mary Fraser and Carol Wainwright on teaching ESL

A high proportion of children in inner city schools in Britain speak English as their second language. Many of these are highly competent bilinguals. Others, especially new arrivals in the country and young children on entry to school, require support in their language learning for some time if they are to achieve their full potential.

Unlike the child learning English overseas, the child in this country needs English for the same range of purposes as a native speaker: to communicate with English-speaking peers and adults, to deal, orally and in writing, with a full gamut of official, from the school doctor to the prospective employer, and above all to meet all the demands of the British school curriculum. Lack of achievement or slow progress in this last sphere will inevitably lead to educational disadvantage and ultimately to poor employment prospects. Particularly at risk are those older pupils coming as new arrivals late into the British school system.

The child learning English here has an opportunity to acquire language from many sources - peers, adults, the media etc. This may seem like a marvellous bonus, but it is not always realized what a burden such an uncontrolled variety of language may place on the beginner. It may also be difficult for the language teacher to assess what language the learner knows already, or may sensibly be left to acquire, and what needs specific teaching. Children will obviously learn a great deal from contact with their peer groups, but teachers must look out for areas of language which this contact will not supply.

Certain forms of specific language teaching are in fact required beyond the beginner stage: they are essential in order to accelerate and broaden the child's learning. In many cases this will not be simply a matter of

language teaching but of giving the child a tool to acquire and express new concepts. For example, teaching "telling the time" to a young child is not simply a matter of vocabulary and structure: the teacher must be aware of the underlying concepts and the stages of the learning involved. For the older new arrival from a different education system the language teacher must assist the pupil to adapt to the possibly different expectations and new demands of a British school.

After the initial stages there is a dilemma about how to maintain support for the second language learner, since attendance at special language classes will mean absence from mainstream lessons, as well as possible social isolation. It would seem that all teachers should include second language teaching among their teaching skills or that language teachers should include curriculum content in their language classes. The ideal solution would be for the two sides to work together, collaborating at the planning stage in developing materials and approaches to help the language learner and/or team teaching in the mainstream class.

This obviously has implications for the training and experience of language teachers. They need sound knowledge of mainstream teaching to appreciate the demands on pupils and the normal achievement levels, and because no single approach or specific language course can be applicable to the immense range of needs, a sophisticated ability to analyse the language demands of the learning tasks is required. Teachers also need to be flexible in their responses to cater for the variety of age, language level, educational experience and ability of their pupils as well as the particular demands of individual classrooms.

As the role of the language teacher extends it is increasingly apparent that these teaching skills should be a part of the competence of all teachers, and in our multi-lingual and multi-cultural society a more informed attitude to the role of language in schools should be encouraged.

Strategies for survival

New Start. By Peter Furborough, Sue Cowgill, Heather Greaves and Kate Sapin.

Heinemann Educational. Teacher's book £3.90. Pupil's book £1.95. Cassette £5.00 + VAT.

At Home in Britain, packs 1 and 2. By Kate Harding, Julia Nash and Meryl Wilkins. National Extension College £2.95 each.

Signing Off. By Pete Sayers, Terry George, Sarah Greenwood and Rika Peterson. National Centre for Industrial Language Training, Havelock Campus, Havelock Road, Southall, Middlesex, Ux5 4NZ. £3.50.

Coping with the System. By Robert Leach. National Extension College £2.30.

Speak for Yourself. By Denise Gubay and Sheila Cogill. BBC Publications £2.75.

The following ESL materials for use in the classroom illustrate the complexities of providing English teaching for a wide range of adult learners in the UK today. ESL teachers deal with students with differing cultural and educational backgrounds, length of stay in the UK and literacy. Teachers must tackle the problem of literacy and assume that language learning can and often has to take place without the reinforcement of existing literacy. They must develop overall communicative competence, by building linguistic skills within an understanding of the structures, institutions and culture of the UK in 1981. Finally they must dispel the myth that TESL merely provides a random series of disconnected strategies for survival. They are concerned with "providing an overall framework for the ordered learning of language" but within con-

texts in which English is primarily needed and used.

New Start, a "functional course for basic spoken English", builds structures, functions, situations and "behaviour" into a basic syllabus for students from the Indian sub-continent who cannot be assumed to be literate in English. The teacher's book provides a wealth of suggestions for teaching techniques and the exploitation of materials, and there is an accompanying tape. The student's book, with appropriate visuals, is best seen as a stimulus for work rather than a course book. The emphasis is on beginners and the flexibility necessary to provide for a wider range of students, is left to the teacher.

At Home in Britain - packs 1 and 2 (packs 3 and 4 to be published in the Autumn) also provides resource materials for a basic syllabus. Each section contains material to develop skills necessary to cope in a common situation. The visuals for each situation are clear and the worksheets useful, particularly in the workbooks, which are designed to help the students use the skills they have learnt. The teacher's notes indicate the necessary information and access skills and suggest a helpful range of classroom work covering all four language skills, plus role play, structural fluency practice, games and extension activities.

Signing Off concentrates on the communication skills needed "in the job market and when starting a new job". Again a range of language skills and experience among the students is assumed and there is a useful section on assessing students' ability. The notes indicate clearly the relationship between skills, structures and vocabulary in each situation and

their development at various stages. The section on methodologies provides a succinct manual on presenting and developing dialogues, developing listening skills and setting up role play.

Coping With The System is a compact, accessible handbook giving information on education, jobs, money, housing, health, consumer rights, the law, and the political system. Written by an ESL teacher, the information is presented simply but not patronisingly with his own distinctive illustrations. A sequel *Communicating with the System* should provide suggestions for the teacher on how to exploit the material in language learning.

The student's book accompanying the BBC series *Speak for Yourself* and sub-titled "Making Language Work for You" analyses the common situations covered in the programme in terms of communicative strategies. "It is not enough to know the words. To get results it is necessary to know how to say them. The programmes are aimed at non-elementary learners but even they would find it difficult to make use of the book on their own, apart from the suggestions for strategies in each section. The book is most useful in its clear analysis for teachers and students alike of the ways in which communication breaks down and the cultural and linguistic factors which are involved. The overall value of the book and the series is that they emphasize the need for positive help in building up communication skills at post elementary and even advanced levels.

Sheila Rosenberg

Sheila Rosenberg is National Coordinator, English Language for Adults, Tutor Training Project.

I packed my bag with ...

101 Word Games. By George P. McCallum. Oxford University Press £2.50.

Take 5. By Michael Carrier. Harrap £2.95, 245 33630 2.

Play Games With English Book 2. By Colin Granger. Heinemann 95p, 435 28062 7.

Graded English Puzzles. By Lewis Jones. Collins English Library 60p each.

Book 4 00 370303 7.

Book 5 00 370304 5.

Book 6 00 370305 3.

In recent years, those concerned to develop their pupils' oral fluency in their first language have rightly become suspicious of the once popular word games. Some games, such as *Call My Bluff*, can develop language skills; but classroom versions of *Twenty Questions* and such old-fashioned parlour games as *I Packed My Bag With* involve only a very restricted range of language patterns.

When it comes to second language teaching however, there is no need to be apologetic about their use, even at times other than last session on Friday afternoon. The first concern of the second language teacher is after all not to allow the expression of ideas and the exchange of experience, but familiarity with the language patterns of the second language. Word games can be highly efficient ways of achieving this familiarity, and no matter if they are repetitive. There are plenty of

other valid reasons for their use, as George P. McCallum points out in his introduction to *101 Word Games*. "Students, in the informal atmosphere of game play, are less self-conscious ... games stimulate student interest ... they focus attention on specific structures ... they can function as reinforcement ... and involve equal participation from both slow and fast learners."

Some of the other points made in this introduction might imply that *101 Word Games* is only for the most dim-witted of teachers: "The teacher should understand the game and how it is played before explaining the rules to the class", and, later: "Changing rules in mid-game is bad strategy". However, almost every ESL teacher will find this a most useful companion with its varied selection of vocabulary, number, structure, conversation, spelling, drama and written games, all of which are clearly presented under headings describing their objectives, language levels and necessary equipment (if any).

Just as useful, though rather more scientific in presentation, is *Take 5*, a collection of 134 games compiled by Michael Carrier on behalf of the Centre for British Teachers. Various indexes allow the teacher to select easily a game that will exercise a particular language point or one suitable for a particular age group or level, and so on. Also included are puzzles, projects and activities such as the making of a tape-recording magazine,

the study of horoscopes and an elementary palm-reading. A confident and unpatronizing introduction shows how the games may be best managed in a classroom and how they can form an integral and even necessary part of a language course.

Both *101 Word Games* and *Take 5* are teachers' handbooks. Although supplemented by a teachers' book, *Play Games With English* is for the pupil's own use and Book 2 (for pre-intermediate and intermediate levels) complements the earlier Book 1 published last year. Illustrated throughout, this selection of games, puzzles and quizzes is an attractive and constructive time-filler for individuals.

Similarly designed as "self-checking puzzle books", the *Graded English Puzzles* series also offers activities for the individual, though the value of many of them eludes me. Puzzle 15 is Book 4 reads: "Question - When shall I telephone? Answer - CALL 5358". The reader is then asked to explain the answer, which we are told at the back of the book means "Call us between five and six." A lengthy anecdote ends by asking which part of a train always travels backwards (the part of the wheel flange below the rail), while another asks how you drink a glass of lemon tea without touching the glass. Apparently you pick up the table and drink the tea "to the last drop", a task as demanding as explaining the answer to the inevitably bemused student.

David Sel

I sing and I remember

Dippydo songs and activities for children. By Sheila Artstetoulou Ward. Longman. Teacher's book £1.00, 582 51004 X. Activity book 80p, 51003 8.

Teachers of young children and commercial advertisers have at least one thing in common - each knows the value of learning through songs and

little songs. *Dippydo* uses songs and activities in the teaching of English as a second language to young children.

Teachers of infant children in England will find many familiar songs but the collection has been chosen to aid the learning of frequently needed patterns of language and relevant vocabulary. The teacher's guide contains music and words with guitar chords for accompaniment and a disc

or cassette recording is available if required.

Whilst its greatest value could be in classrooms overseas where teachers do not have a wide repertoire of English songs, teachers of young immigrant children will find the language analysis and suggestions in the teachers' guide very useful.

Margaret Rogers

Applied discourse analysis

Chris Kennedy on English for Specific Purposes

Reading and Thinking in English. Book Four: Discourse in Action.

Oxford University Press. Student's book £2.25, 0 19 451357 2. Teacher's book £3.50, 451358 0.

Skills for Learning: Foundation and Development. Nelson International Edition Foundation student's book £2.55, teacher's book £2.95, development student's book £2.95, teacher's book £2.25.

ELT Documents 107: The University of Malaysia English for Special Purposes Project. The British Council £2.50, 0 900229 99 3.

Much recent British research in English for Specific Purposes has concentrated on textual analysis above the level of the sentence, and cognitive approaches to reading which stress the reader's active participation in the process of interpretation. At the same time, ELT methodology has become more learner-centred with an emphasis on communicative activity and on student involvement in the learning process. While these developments have been taking place in applied linguistics, other political influences have been changing the role of English at the tertiary level overseas, where within many non-English-medium institutions the need for English for study purposes, particularly reading,

Reading and Thinking in English (RTE) and *Skills for Learning* (SL) are two courses which in their approach and content reflect these linguistic and socio-political trends. They share a number of features. Both were first developed for a particular overseas university (RTE for Los Andes, Bogota; SL for Malaysia); both were influenced by thinking at the two British universities most closely connected with each project (London and Birmingham respectively); both built in teacher training provisions for those who have already enabled members of the local materials-writing teams to gain higher degrees; both were financed and supported by the British Council and ODA.

Book 4 of RTE is the last in the series. The first three books have a more overt linguistic stance, presenting the language associated with certain common-core notions and functions and how they can be combined to create academic discourse. The final book (which can be used independently of the other three) aims to

train advanced learners in the reading skills required for the interpretation of different types of academic discourse. These skills include the ability to extract information, infer, evaluate and summarise, and strategies like skimming and scanning.

The design of the book is quite complex. The first part systematically treats three particular types of discourse, exposition, enquiry and argument, and the second part consists of three assignments which draw on the skills taught in Part One. The assignments set the learner a task which can only be completed by selective reading of numerous pages of authentic source material which brings the learner as close to his real-life study situation as is feasible with classroom-bound ELT materials.

Skills for Learning has the same aim as RTE. The first two books of this four-book course (Foundation and Development) are now available. Unlike RTE, which has the same pattern of development for each unit, each lesson in SL takes a particular skill and uses a wide variety of exercise types to develop it. Teachers will find an enormous amount of practice material in SL. Many ESP courses lack such material and require supplementary exercises prepared by the teacher; in this case the problem for the teacher is rather one of selection from the range of activities. Particularly interesting are the units designed to teach reading prediction. This is achieved by "exploding" a text into sections and getting the learner to work out what he would expect to follow the particular section he is reading. A further aim of such exercises is to wean the student away from a traditional word-by-word approach and to try to increase his confidence to develop strategies such as guessing from context and using available linguistic clues and markers.

Both RTE and SL are reading courses for those who have already reached at least an intermediate level of knowledge of grammar and vocabulary. Little attempt is made in either course to teach these two aspects of the language code. Although SL has a self-study section on vocabulary at the end of each lesson, it has the feel of a top teacher/learner demand for explicit vocabulary teaching and does little to develop vocabulary acquisition. Vocabulary teaching is in fact a field which has been neglected in British

ESP although there are now signs of a growing awareness of vocabulary problems, so that this situation may be remedied in the next generation of ESP materials.

The two courses require a re-orientation on the part of teacher and learner to the new methodology inherent in the materials. They require considerable preparation and a good level of language competence from the teacher. These issues and many others are discussed in the British Council ELT documents. No 107 which is a collection of articles by those who were involved in the Malaysian project. The articles provide a useful survey of its planning, development and evaluation, and offer a rare and valuable opportunity to read an account of the decisions made at each stage of the operation and the reasons behind them.

There should be a considerable market for these courses, not only for use with a wide variety of advanced EFL/ESL learners, but also, I suspect, with certain learners of English as a mother tongue. Both courses should certainly be prescribed reading for ELT teacher-training courses at all levels, as two major examples of the first fruits of applied discourse analysis.

Chris Kennedy is a lecturer in Applied Linguistics and TEFL at the University of Birmingham.

A methodology text

Teaching Secondary English. By Rod Ellis and Brian Tomlinson. Longman £2.90, 582 60170 3.

The authors of *Teaching Secondary English* have aimed to provide practical guidance for teachers of English as a non-native language. It is written specifically for those teachers of English who do not have English as their own mother-tongue, and its main concern is to outline some possible solutions to practical problems. They have provided many examples of teaching materials and techniques of teaching.

It is predominantly a methodology text, and teachers' colleges in Africa may find it useful for their students, as teachers frequently have their own difficulties with the English language as well as their professional training skills to deal with. *Teaching Secondary English* tries to deal with both these aspects by integrating questions and activities for the reader in order to provide a means of checking their understanding and an opportunity to apply principles which have been explained.

The book outlines the differences between teaching English to the native speaker of English, the second language learner and the foreign language learner. It covers such classroom activities as the teaching of

structure, vocabulary and various kinds of speech work.

The units on reading cover efficient reading, reading comprehension and extensive reading as well as a look at the teaching of literature in English.

The units on written English deal with functional writing such as notes and essays, notices, letters, forms and; very important for the would-be teacher, writing comments in pupils' exercise books, reports and preparing lessons. A valuable outline of a syllabus to teach descriptive writing at 1st year level in which the teaching points, language points, audience and purpose are clearly linked is a very practical aid.

The authors have also tackled the difficult areas of errors, remedial English teaching and marking. Certainly a faithful study of this book should help many teachers of English overseas to gain new insights and improve their classwork considerably. But it will require a lot of determined work as the book is very comprehensive and cannot be dealt with lightly.

Something on examinations in English would have been useful since all secondary pupils have to work to some external criteria. Perhaps the authors and publisher will consider a slim supplement.

Margaret Rogers

extra

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extra

Who's who, who sits where

Ken Jones on simulation techniques in EFL

The simulation technique is a relatively new arrival on the EFL scene, but it is now a growth area, an expectant market demanding attention from authors and publishers.

The magic ingredient is that simulations provoke talk. They are like case studies, involving a problem, but with the participants on the inside, having duties and functions, and power to shape events, according to circumstances. A simulation is really of function in a simulated environment, and for English language teachers there are three advantageous characteristics, plus one dangerous disadvantage.

Their chief virtue is the removal of the teacher, who becomes Controller, responsible only for controlling the mechanics of the simulation - who's who, who sits where, fixing time limits, and handing out the documents. The action part of a simulation is not a guided exercise. It is up to the participants to sink or swim, and the Controller is in an ideal position to observe what happens and monitor the language and communication skills.

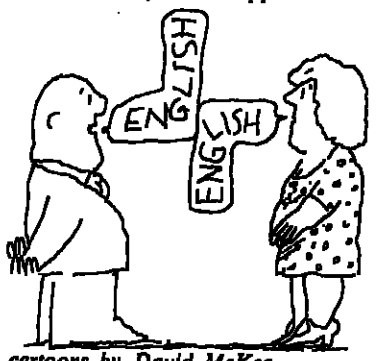
A second useful characteristic is the tripartite nature of a simulation. It is like a sandwich; the action is the meat held in position by a briefing and a de-briefing. In the briefing the language is of explanation and question and answer. In the action the language is that of the participants; used not for its own sake, nor to please the teacher, nor even themselves, but in order to achieve a

purpose. It is the language of action and behaviour. In the de-briefing, the language is the language of reflection on an event, but personally relevant since the participants were themselves the event. The three parts combine into a valuable language experience.

The third beneficial aspect is reality of function. Even if the simulation is set one thousand years into the future, the language, communication, functions and duties are all real. Reality also tends to enter the documentation - and virtually all simulations have documents. At one time most simulations were documented by a scenario, usually typewritten like a mini book, explaining the situation, problem, and background. Today many simulations include authentic-looking documents, letters, memos, newspaper cuttings, etc. This produces a jigsaw-like activity, with participants doing "research" and finding relevant bits and putting them together, often in group discussion. This contrasts with a construction-kit approach where a person is told "Take this bit, then add that bit".

The major disadvantage connected with simulations is terminology. As one teacher explained in the briefing - "This is a simulation, so you must not simulate. Acting is prohibited." Paradoxically, the imaginary bit is not the action, but the world outside the classroom. Unfortunately, most writers on simulations have accepted the laymen's use of the word, and followed the dictionary definition

which refers to "artificial", "pretending" and "mimicking". To make matters even more confusing, simulation literature has imported unsuitable words from gaming and the theatre. Some genuine simulations even have the word "game" in their titles. Words like "play", "act", "perform", "pretend", and "role" invite misunderstandings in the classroom, causing false expectation, inappropriate behaviour, and disappointment.



cartoons by David McKee

If a teacher introduces a simulation by saying "This game can be fun, so act out the roles", then the result may be an unpleasant mish-mash with half the students taking it seriously according to their functions while the others are ham acting. The former will complain of sabotage while the latter will assert that the serious students are dull dogs who cannot take a joke.

Some so-called simulations which are on the market contain the same

irreconcilable elements. If a role card ("function card") might be a better description, says "You are a trade union negotiator", then that is consistent with the simulation technique. The person is expected to do his best to look after the interests of his members in the situation in which he finds himself. But if it says "You are a tough (easy going, angry, friendly, blunt) trade union negotiator", then acting is required and in the de-briefing the participant can explain "I knew it was not in the interests of my members, but I did it to show how tough I was".

Another mistake is to confuse simulation with invention. If students are asked to pretend to be journalists on an imaginary local radio station and invent their own news items, then this would not be a genuine simulation because the participants would be authors, inventors and magicians, conjuring up "facts" to suit their purposes. In a genuine media simulation, such as Radio Covingham, the participants do not pretend to be journalists - they are journalists by reality of function because they select, edit, and present their programmes from listeners' letters, handouts, and news items which flow in gradually during the course of the simulation.

Providing teachers do not make category mistakes and confuse simulations with other techniques, then they are easy to introduce, and easier still to run. A good simulation is often a memorable experience which can be recalled with clarity

weeks and even years afterwards. They are highly motivational and popular with students.

For the language teacher, the best types of simulations to choose are likely to be those which are fully participatory, which provoke talk and controversy, and which do not involve a long read-in before the action begins. As a language teacher they are unique in linking the classroom with reality of function and communication skills.

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Learning and the Simulation Game. J. L. Taylor and Rex Walford (Open University Press, 1978).

Simulations. A Handbook for Teachers. By Ken Jones. (Open University Press, 1980).

Details of the author's Nine Model Simulations - Survival, From Age Radio Covingham, Property and Appointments Board, The Delta Project, Airport Controversy, The Azim Crisis, Action for Life - Space Crash, Is God There? (not Island Transport, and Outward Trade and others can be checked from Ken Jones, 4 Ashdown Way, 1c Chesham Villas, London W11 3EE.

dance than I have seen before. English as a Foreign Language can be profitably used by all EFL teachers and by some advanced students.

Each of the sub sections of Norman Coe's *Learn Grammar* of English is headed by a sentence with key words and phrases in bold type. Explanations and further examples follow. Beginning with the communicative act in this way, especially as his sentences read realistically, shows that grammar is part and parcel of usage. All the same, I wondered if those overseas students accustomed to more traditional methods of learning languages would take happily to this mode of presentation. The information itself is packed with cross-references and terminology denoted by symbols, numbers and different type-faces. Taken slowly (as it should be), and with reference to the index and tables, the book could be a comprehensive and accurate guide for the advanced student. I am sorry to sound cautious, in view of the detailed work and thought that have obviously gone into this *Grammar*, but I should like to see it thoroughly tested in the classroom before giving a confident judgment. It is certainly worth the EFL teacher's attention.

D. M. Neuman's *English Grammar for Proficiency* is clearly and conventionally arranged, dealing with the usual divisions of grammatical study, except nouns and noun-phrases. Unfortunately, its examples have the unmistakable textbook flavour. Would anyone actually say "If you look up late for work again, you shall be dismissed" or "use the verb form 'it will not be being taken'"? Some of his sentences are incorrectly punctuated, as in the example of the use of "however". George plays the piano extremely well, in my opinion, however, his interpretation lacks feeling. But most of the information conveyed by this book is unexceptionable.

Michael Swan's *Practical English Usage* is an alphabetically arranged guide to grammar, vocabulary and style. Many of the sections begin with examples of typical mistakes, which I think is a slightly dubious procedure, but Swan's explanations and examples of accepted usage are precise and thorough. Try him on the common phrase "as" and "like"; the "to" form and the infinitive; and the present progressive

tense and you will find crisply phrased instructions and idiomatic examples. Besides dealing with usage in the narrower sense, the book contains practical information on discourse markers, British and American vocabulary, letter writing, taboo words and the language of newspaper headlines. This is a first-class work of reference, which will surely become indispensable.

The booklets by Linton Stone are straightforward collections of exercises, with introductions and key. Post-elementary students working by themselves or on short courses will find them especially handy.

Donald Hawes is head of the Department of Language and Literature at the Polytechnic of North London.

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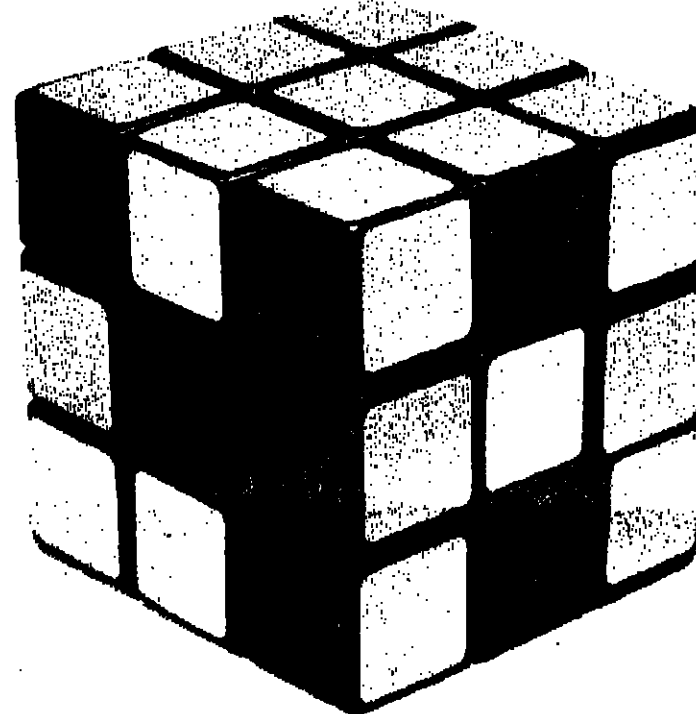
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review



More than a toy

While the Rubik snake waits in the wings, Francis Kellaway looks at the current status of the cube

Mastering Rubik's Cube. By D. Taylor. Penguin Books 95p. 0 14 00 6102 9.
The Simple Solution to Rubik's Cube. By J. G. Nourse. Bantam Books 85p. 0 553 14017 5.

It's magic. Well, not really, for although Rubik's Cube first became known (some three years ago) in this country as the Hungarian Magic Cube, some of the mystery has gradually been dispelled, especially as critics to its solution have become more widely known. Two paperbacks, from Penguin and Bantam, are among the many publications, recent and promised, that make things somewhat easier for the non-specialist addict.

The speed at which the obsession for possessing and fiddling-with (for that is all the general process comprised for most people) the cube spread throughout the world remains, however, a psychological wonder.

The cube is the invention of Professor Ernő Rubik, a sculptor, designer and architect in Budapest. It first became known to mathematicians generally at a Mathematical Congress held in Helsinki in 1978. About a year later it was extensively available in Britain, and soon afterwards it had invaded the United States.

A similar device had also been circulating in the Far East and more-or-less perfect imitations of the prototype have subsequently been manufactured in huge quantities in many countries. In the last few months (and increasingly as the holiday season approached) cubes have appeared on street-vendors' trays in those parts of London where the tourists flock, and in some other larger cities. Some of these carry pictures, rather than a regular array of colours, on their faces, some even purporting to depict a certain royal couple who were recently married. There are also cheaper, smaller-scale, models. One suspects that these will be less effective in use.

The major toyshops and bookshop chains, however, continue to sell what might be termed the original version of the cube; so do some academic establishments for there are substantial claims on the merits of the cube as a teaching aid in certain branches of higher mathematics. There will be a little more on this point later.

But first, for those who have not yet fallen victim, a description of the device, and then some notes on its functioning. The cube itself appears to be a block of twenty-seven smaller cubes, equal in size, with their outward-facing square faces differently coloured. Six colours are used, and in its basic, original, unmanoeuvred state, the large cube has all the nine faces on any one side all of the same colour. In reality the centre cube is replaced by a mechanism that is the secret of the whole invention.

The ingenuity of the construction is such that any one layer of nine small cubes can be rotated about its centrepiece. Moreover, once a rotation through an exact right angle has been made (so that the whole has regained its original overall shape) any other layer can be similarly turned. Obviously after only a few moves of this nature, the colours on the small faces become mixed in a random pattern.

Here the mathematician comes into his own, and very soon we shall leave him that way. How many different patterns could there be, for example? Since the device contains eight movable cubes on the corners, 12 movable cubes on each edge and six fixed cubes (in the centre of each face - in reality they are not really fixed since they rotate in the same position) the permutations are readily calculated.

Mr Taylor gives the usually accepted answer in the form "forty-three million million million, or to be more precise it is 43,252,003,274,489,856,000". In fact, recognizing the point made above that the so-called

"fixed" cubes can each be in any one of four orientations, the absolute total is over eighty-eight thousand million million.

Not that the exact figure matters to the layman. For, in considering the basic problem of how to restore the cube to its original state, with solid colours over all six faces, it is obvious that no amount of arbitrary turning is likely to eliminate the unwanted "all those million less one" patterns.

Some techniques must be evolved. Some techniques have been evolved, and once the difficulties of determining and agreeing a notation which will describe the positions of the constituent cubes and the sequences of rotations which take place have been overcome, it is a relatively straightforward matter to follow instructions. Then any haphazard arrangement of the colours can be transformed, not in millions but in mere scores of moves to the basic position with each side all of one colour.

The Penguin version (incidentally in a small book of rare size, about 4½ inches deep; for the genus) shows not only ways to bring the disturbed cube back to its starting pattern, but includes sections on "games you can play" and "pretty patterns". Dr Taylor suggests that practice with his instructions should allow restoration of the cube in less than five minutes.

The time taken is, of course, a function of the number of moves involved and the speed at which these moves are made. The unwary should heed the dangers of a new disease: the cubitis. Apparently the over-frequent or over-vigorous handling of the game can lead to tendon trouble, possibly analogous with tennis elbow. Neither Dr Taylor nor Mr Nourse refers to this possibility, although it is now well-documented.

Mr Nourse does, however, include a warning that skipping parts of his text can "be hazardous to your disposition". In other words, any logically compiled set of "rules" for restoring the cube must be followed if greater

frustrations are to be avoided.

Indeed, it is probable that the frustrations as much as the limited scope of the cube as entertainment for the non-mathematician will constitute the major force leading to the device joining the diabolo or the yo-yo. But Rubik's version of the cube is selling in millions, and with the alternative versions the total sale could be over a million a month.

Something as compelling as this ought not, therefore, to be written off as just another craze. The cube is, after all, less unhealthy than the space invader, less expensive than bridge or golf, and less anti-social than the skateboard. These are all pastimes with a myriad following - though, having said that, one must add who sees a skateboard today?

To return to the mathematicians, they would claim that the cube is something more than a toy. It was, after all, devised as an aid to three-dimensional understanding, while exponents of group theory regard it as a valuable tool. Those readers who would like to know more of the computational analysis, and of formal and informal applications, could do better than consult the work of Dr David Singmaster, of the Polytechnic of the South Bank, London. He is the authority in this country, and indeed worldwide. His *Notes on Rubik's Magic Cube* (£1.60 from 66, Mount View Road, London, N4) are comprehensive and stimulating, and there is much associated material.

If, however, something less sophisticated is required, something which will allow this substitute for worry beads to be treated with successful confidence, then either the Penguin or the Bantam should suffice. Even with their aid, patience and practice are essential. There are performance "records" in which a disturbed cube becomes whole in well under a minute; with 52 moves apparently the presently accepted maximum. That does seem to savour of magic.

Dames' Delight

Edward Blishen on a comic novel set in a girls' school

Dames. By Elizabeth North. Cape 26.95. 0 224 01900 7.

Old Damians' News tells of girls who went to this rather special private school called Dames, whose tenderly absurd Founder chose divided skirts as a uniform - observing "One doesn't see so many kickers with divided skirts." This despite a donor or two: "I wonder though if children spend perhaps five years when they can do bandstands decently, they will be careless later on." Hilary Mounsey, in her thirties, unhappy and dangerously on her way to Ethiopia when the novel begins - at school known as Mousie, and the gentlest member there of a rebellious group calling themselves the Ambers - is for ever imagining items for the News that are strictly unimaginable: for example, "Hilary Mounsey's lover's elder son

is starting at Churchill College, Cambridge, in the autumn term." She has given up this lover, a married man - thus her journey to Africa, to relieve another Old Girl at the Damians' Mission - and wryly imagines the cry that might be raised in the spirit of the News: "Hurrah for Mousie, who should have got the Marriage Guidance colours for strength and sacrifice."

It's one of the comic strands in a novel that is often very funny. It is not a new comic scene, it is always explored lightly, and nearly always freshly. There are moments when one seems to hear the voice of Miss Brodie, with a voice-over that might be Miss Compton-Burnett: "You will be punished, Erica." "I wait to hear my punishment." "You will receive it in the course of life." But Dames (the school) is a wholly original creation, from the Founder, more half-ironically limited at than ever quite described, to its present Head (that's to say, its Head when Mousie was

schoolgirl), a large, woman "beginning to believe in the uselessness of exhortation."

Miss Bedford, who's a spinster attracted with wistful vagueness to the notion of marriage, is perhaps the best thing in the book, and her minimal love affair with her widower friend, a BBC producer who "liked to see himself as spontaneous and romantic, but often found he was quite cautious", is accounted for in a most touching manner. One's reminders that some unimportant and unimportant of equal importance are, even now, not commonly recorded.

The only uneasiness about the author's treatment of Miss Bedford is that looking back at the end of a long novel, the reader might feel that she is a composite rather than a genuine individual. That is, she somehow grows into being an individual, having started as a stroke of wit. Early on, she is largely a means of making jokes at the expense of school teachers. So Miss Gracie, drawing recklessly on new teaching methods she had read about in *The Times Educational Supplement*, is "working with the Remove on something called a project. We are making model Tudor villages out of matchsticks." "Oh," laughs Miss Bedford. "And how will you solve the monasteries? With turpentine or spirit of some kind?" I suspect that Elizabeth North saw her as a comic instrument, to begin with, and then found her growing into an uncontrollably real human being. It's what, I fancy, happens throughout this readable and attractive novel, and especially in the matter of the behaviour at school of the Ambers, those rebels against the intolerable deencies of the place.

The founder of the Ambers is Erica, who's quite amoral and, at 14 years and 5 months, had written to Aleister Crowley - a letter in which the Great Beast did not reply. The sins of the Ambers are "negative, not altogether stated, but... broadly: Not to be hearty. Not to be public-spirited. Not to be liked by staff." Again, the idea begins as a purely comic one, but becomes difficult to manage as the novel lengthens. Any comic idea must turn serious, I guess, beyond 120 pages - especially if it's essentially a matter of cooking a spook. Erica, embodiment of mischief, can't thereafter quite be dealt with according to the original terms. The difficulty is focussed when the author, haphazardly here and there, steps outside the framework and uses prologues we can't easily account for. "Many Damians do seem to marry kind men. Which is something, I suppose," she says on page 203. Who, in the context, is "I"? "That is unfair, a bit, which is something we said we would not be," she adds on page 261. Who, in the context, are "we"?

I did think it was too long, then - or not long enough. It is a squib that develops the pretensions of a rocket. I must make it clear that I enjoyed every word of it. I laughed a lot, and read bits out to anyone who happened to be around. I treasure the memory of Camilla Carter-Caldicot, "who has said to have such an 'exciting home-life that she never bothered much with what went on in school.' I fell in love with Mousie, and must point to what I think is Elizabeth North's greatest achievement in the book: to convince the reader that this gentle, thoughtful Mousie might have made her best friend out of this destructive Erica.

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Allowing for youthful excess

John James at the London International Festival of Theatre

The London International Festival of Theatre (LIFT) has opened in an atmosphere of good will and friendly interest. The brain-child of three young graduates, its ingenious publicity promises "dazzle... surprise... a breakthrough... the excitement of the new" and expresses a belief that "London will join the international circuit to become one of the popular venues of Europe". Allowing for youthful excess, which includes denigration of previous attempts to bring international theatre to London and "the wordy exchanges and liturgical processes of British Theatre", these are large claims. What has been shown in the first week does not match them.

However worthy the aims of the Sussana dance-drama company from Malaysia ("to regenerate interest in traditional Malaysian art forms... capture the energy and creativity of Malaysia's youth") it is not yet ready for international exposure. Formed only in 1978, registered as a theatre company in 1980, Sussana has hardly had time to establish its identity and develop its own forms, let alone become a National Theatre of Malaysia. What it has done, so far, is to combine elements of Malaysian and Western theatre in *Jenayau* by Shaharil Talib - an exotic fable of princely love thwarted by evil powers and restored by Jenayau, the power of good. The dance elements are simple and repetitive, not particularly well performed. Dramatic content is practically nil, though a war dance stirs interest. The "superb lighting effects" would have disgraced a village hall. Two hours was too long for such a naive offering.

Thirty-five minutes were too short for *Theatrum Provisorium*, formed by Lublin University students in 1975, offering *It Is Not For Us To Fly To*

The Islands Of Happiness. "An ironic, frequently grotesque presentation of everyday reality in which power is abused and sacrifices made in the name of 'truths' brutally imposed on the people", it presents four male characters: the Madman, the Prince, the Ironist, the Intellectual. Apparently imprisoned with four headless dummies suspended from the ceiling, they enact the tyrannies of monist-materialism with Grotowskian commitment and exaggeration. Bravely bilingual they repeat slogans ("Every one is guilty of his own suffering"), appeal to intellectuals ("forsake your islands"), pray "Lord, please keep me awake". Under a Polish eagle, to a Chopin nocturne, a patriotic tableau is staged - ironically the "eagle" is a black crow. This last I discovered when talking with a company representative. What other subtleties had I missed for lack of translation.

No lack of translation for the Theatre of The 8th Day's group creation *Oh, Have We Lived In Dignity* which covers similar ground, using similar effects. Six weary travellers: one drunkenly enunciates "There is no God!". Terrified, they run in all directions, open their cases to reveal a model world and emptiness, burn books, scatter useless coins. Thereafter, punctuated by amplified excerpts from Mozart's "Requiem", we experience the empty nihilism of a world without God, a State without "a higher sense" where people become puppets, and come to accept a sacrificial death for our involvement in social evil. "There is no", the final words, are denied by Mozart's chorus. One uninterrupted hour was just right for such weighty material performed by this small energetic Polish company following in Grotowski's footsteps.

Three-plus hours were too many for *Macunaima* from Brazil. Adapted from an epic-comedy novel by Mario De Andrade, it tells of innocence corrupted by "modern world influences". Innocence is personified by Macunaima, a simple Indian tribesman, whose fortunes we follow from birth through multiple deaths until "Fed up with everything he decides to become a star... the Big Dipper". It is a sprawling story involving folkloric monsters, giants, talking natural objects, voodoo etc. Director Anthonis Filho keeps it moving by using simple effects: a white helmet becomes the moon, a trickle of water - a river up which Macunaima travels, a sheet of newspaper - an island on which he is stranded. These demonstrate clearly the imaginative resources which a poor theatre can use. But the show is overlong, repetitive, enough to make a feminist angry. Nudity may be a blow for freedom in Brazil but it looks largely like utilitarian here. Any excuse does to present women naked, bare-breasted, bare-bottomed, sexually voracious, whorish. Perhaps awareness of women's rights is minimal in Latin America.

But in Germany? Cologne's Die Vaganten presents *Urfaust*, adapted from Goethe's *Faust*, as an excursion into anti-feminist sadism. Gretchen, nude in black leather harness and dog collar, is paraded on all fours at the end of a leash, chained spread-eagled between two posts, impaled. The most sickly theatrical of the groups so far seen, Die Vaganten aims "to provoke the fantasies of the audience" to mock them; in doing so it plays into the hands of its enemies. What they do to Goethe is not shocking - the shock is that so young a company trades in such degrading male-orientated sadistic stereotypes.

A cryin' shame

Restoration. By Edward Bond. Royal Court Theatre.
Can't Pay? Won't Pay! By Dario Fo. Criterium Theatre.
Quartermale's Terms. By Simon Gray. Queen's Theatre.

Restoration, written and directed by Edward Bond, reworks the old song: "It's the same the whole world over! It's the poor what get the blame! It's the rich what get the pleasure! Isn't it a cryin' shame?". Foppish Lord Are marries, to stave off bankruptcy, the hoydenish daughter of a middle-class merchant. He subsequently kills her and fixes the crime on his faithful valet Boh, promising that he will not be hanged if he agrees to stand trial. Though Boh's black wife Rose warns him against trusting his master, and her efforts to get him pardoned are successful, Boh is executed. For all Bond's lyrics, Nick Bicat's music (in mega-decibel arrangements by Terry Davies), beautifully simple designs by Hayden Griffin and Gemma Jackson, and some excellent comic acting - it packs less punch than the old song and is less memorable.

Despite its title, and the characters of the villainous Lord Are and his hateful mother, it is more of a sentimental melodrama after "George Barnwell" than a pastiche *Restoration* Comedy of Manners. Though when parodying that style Bond produces some amusing pastiche. And Simon Cailow's superb sang-froid gives a glittering edge to lines like: the tedium of courtship with an iron-founder's daughter and "Who can fathom the mind of one suddenly raised to a peerage?" In similar vein, Irene Handl's brilliant comedy technique makes *Old Lady Are's* brief scene in Act 2 something to cheer.

Bond's aristos, being devoid of sentiment, spring into outrageous life in the hands of such capable actors. His working-classes (except for Philip Davies' Boh and Elizabeth Bradley's Mrs. Hedges) remain for the most part dull, stupid mouthpieces of agit-prop for the class-struggle. Less well acted, they persistently spoil the piece, jolting us back into the twentieth century, speaking anachronistically the current clap-trap of leftist extremism. Rose is chief spokesperson of the author's omniscience and Debby Bishop loses the struggle to make her credible.

Credibility is not even attempted in Dario Fo's farce *Can't Pay? Won't Pay!* in which extremism of the left spills over into anarchy. Antonia has joined in "liberating" the shelves of the local overpriced supermarket. She gets Margherita to help her hide the seized goods by secreting a bagful under her coat when surprised by the police. This introduces a riotous mix-up over a supposed pregnancy which ends Act 1. By Act 2 the husbands have joined the riot against authority and the show becomes a commedia dell'arte out for laughs at any cost. This is fine in the hands of Sylvester McCoy who plays two policemen at once in the zany tradition. But it degenerates into a spurious confrontation with "the right" which, while it draws easy laughs from trendy lefties, stays away from the logic of its message: pay for nothing, not even your state.

Simon Gray's *Quartermale's Terms*, directed by Harold Pinter, goes to the other extreme. A play about angst in a crammer's bedroom, where characters who have no life off-stage, enter through French windows and emotive madly signifying nothing: blimps' fodder.

John James

Overdubbing

Tape Music Composition. By David Keane. Oxford University Press £5.95

The author of this book is Professor of Music at Queen's University, Kingston, Ontario, and with this background he is well fitted to tackle the problems of creating electronic music, rather than electronic music. There are already many texts covering the vast area of tape recording and recorders, but this is the first book I have seen dealing with the aesthetic considerations of this type of music.

The cover notes state that "no previous expertise is called for, in either music or electronics", as this book contains all the necessary information. There is extensive information on principles of the basic equipment, and in several appendices specifications of the various elements (amplifiers, loudspeakers and microphones), patch cords and panels, passive mixer, pan control design, tape-loop guide systems, and noise reduction circuits.

The would-be "composer-experimenter" should not be daunted by the technical aspects of recording before getting down to the "art" of composing. Most of the techniques described can also be used for the production of solid effects, "drama inserts", etc. other than "music". The author uses the term "monaural" throughout the text - what "monophonic" is what is intended. The most important techniques involved in tape recording for electronic music are, as the author explains (multi-tracking, overdubbing, symbolized sound, and "quadrupling"), rather dated term referring to a type of stereophony with four signal channels.

The term "overdubbing" does not appear to be employed, and it would have been useful to have mentioned the value of "card-cutting". It is a simple method whereby a piece of card is inserted between the tape and the eraser head, with another held between the tape and the record-playback head. Thus by sliding the card at the right point on the tape, the "overdub" occurs. Primitive, but it works.

In "cut-editing" it is correctly suggested that a single-sided razor blade should be obtained for the job. But in the UK, these blades are very difficult to find. It is assumed that the computer-recorder is operating a real-time machine, not a cassette unit. A fine page bibliography closes the book. A mass of information is squeezed into the book, although much of the information can be found elsewhere. Nevertheless, this new compilation can be recommended to any recorder interested in "electronic music", and how to use tape recording equipment. Donald Aldous

Europe the gainer

The Hellenistic World. By F. W. Walbank. Fontana £2.95. 0 00 635365 7.

survey refuses to over-simplify. Like other volumes in the Fontana History of the Ancient World it makes the presentation and interpretation of evidence its first concern. Recent discoveries have enlarged the quantity immensely. Walbank is especially interested in the political aspects of the Hellenistic age (for example, the bureaucracy of Ptolemaic Egypt). All summed up, and rapidly, in Rome. But Rome transmitted with it absorbed, and all Europe was the gainer. Elisabeth Henry

methods can a limited staff be expected to master them all, particularly when the barriers between two and three dimensions have disappeared? In the absence of academic authority how do students decide on subjects, materials and formal structures? Are these things discussed? Now that every college boasts a department of art history and extension studies how are these things taught? Sketchbooks and preparatory drawings do reveal a good deal but not why so many students appear to be floundering.

The difficulties in sculpture are different. A later entrant in the avant-garde race, its momentum has not yet subsided. No longer confined to purely organic or animal form, its subjects have increased and its materials and methods more so. Both Cambridge and Central have whole, environmental pieces, but the best display of the range of sculpture's present possibilities was at Chelsea. Now, where, however, does there appear to be any special emphasis on representation. What did appear everywhere, if not in every piece, was the want of technical competence. A slap-dash painting will still hang on the wall but it was really intended that so many three-dimensional pieces should disintegrate before their exhibition was over.

The question of technical skill is a big one, involving many more. How, with so many new materials and



Textiles by Rosalind Zladourad, Middlesex Polytechnic.

Pleasure without pretention

Betty Tadman on art college textile shows . . .

Diploma shows represent a re-sounding annual tribute to the colleges which give rise to them. All possible areas are explored, from resist dyeing, screen printing, and spraying, to embroidery, weaving, knitting - both hand and machine, felt making, tapestry rug making and lace.

Every year hundreds of highly skilled graduates have to face the difficulties of job hunting in a shrinking market. Some students postpone the problem by opting for a further year of teacher-training, but what happens to the rest?

Central School of Art have found a solution. They orientate their textile course towards industry and this year they have already sold £2,000 worth of their students' designs. Eighty per cent of this money is kept by individual students with the college retaining 20 per cent towards the cost of materials. The aim of the course is to give the students a very wide textile experience and there is an embargo on specialization.

Their dress show is seen as an opportunity to display the fashion fabrics designed by the students. The

policy seems to have paid off as many graduates have already found jobs. The new course at Brighton Polytechnic had its first show of graduate work this year. Its programme is unique in being supported by a Business Studies Course and a one year sandwich element. Third year students are found jobs in mills, factories, design studios, or as knitters, printers, or weavers, and they return to college having made valuable contacts for the future. Their exhibition was varied and showed technical virtuosity in all areas. Specialization is more evident at Camberwell, West Surrey, and Midland. Here the work is extremely personal. After graduating, many students from these colleges prefer to freelance or set up their own workshops where their dazzling skills ensure them at least a precarious living.

However exhilarating a display of textiles may be, the really feverish occasions are the fashion shows where enormous sums are spent to display the students' collections. In many cases, premises have to be rented; professional models engaged,

Cut in Colombia

Francesca Greenoak on the rise and rise of the pop-up book

The first pop-up book appeared as early as 1740 but their history is not of continuous development but of scattered outbreaks of energy, the latest of which is now well under way. This new wave of moving part books has generated in their publishers a remarkable enthusiasm which amounts almost to a philosophy of publishing. Though printing and manufacture takes place overseas, and foreign editions proliferate, the creative initiative came originally from British artists, designers and editors.

Kestrel made the first act of faith when it made the decision to put Robert Crowther's experimental *Alphabet Book* into production. When it emerged from the problems of manufacture, it sold 200,000 copies and was closely followed by the *Counting Book* and several antique reproductions from nineteenth century masters of pop-up. For Kestrel, the pop-up element must incorporate some extra dimension. The mere fact of a moving part, however elaborate, is not enough; it must create an impression not obtainable by other means. The Crowther creatures who slide, peep, peer and burst upon us at the stroke of a lever prove the point. The ideas are fresh and funny and improve with familiarity.

The involvement of Heinemann with moving-part books, came not as with Kestrel, from an unknown author, but by way of an editorial initiative. Their principal idea was to get Jan Pienkowski, already well-known as a children's illustrator, interested in the form and to give free rein to his imagination. Their confidence resulted in *The Haunted House* and sales of half a million. Jan Pienkowski, initially unfamiliar with the process of making such a book, involved himself at every stage, travelling to Los Angeles to discuss the paper engineering and to Colombia to watch at first hand the result of this collaboration. His new book *Rosab* introduces some entirely new effects in pop-up art.

Sebastian Walker's highly original non-fiction publishing group takes another view again. The animal pop-ups which they publish must be primarily true to life and zoologists advise on and check all the material from the first stages of discussion through to publication. The concern for accuracy in both image and text, the critical attention to detail in the paper engineering has made these books exceptional in their own way. Most, if not all of the production of the new wave moving-part books on sale at present can be traced back to a handful of people, in particular, Waldo Hunt, a Californian with a lifelong passion for the genre. His company, Intervisual (which includes the brilliant paper engineer James Roger Diaz) advises on the moving part ideas - making sure the original concept works. In practice, and it supervises the complicated processes of manufacture. There is now a specialist printers and binders in Singapore but most of the printing and cutting out is done by traditional methods by a company in Cali, Colombia. The cutting is performed by machine but the "pastry-cutter" blades bent to shape and set in wooden blocks, are made by hand. The owners of the printing and cutting works also set up a unit for making up the books which is also done by hand, in the ancient town of Popayan in the Andes. Every stage in the making of moving-part books from the lengthy origination work of the author-designer to the final glueing and folding is painstaking and time consuming.

One thing which strongly marks out this generation of moving-part books, despite individual differences of approach, is a genuine desire to please children and to encourage their active interest and engagement. I daresay that as more people take up the form, the spark of originality will dim and ideas will be repeated, and grow dull. But this minor reviv at a burst of creative energy at a time of general publishing recession, should be celebrated for its present excellence and commitment to quality.

. . . while in Birmingham

As shown by David Manley's selection, at the Ikon Gallery in Birmingham, from Midlands B.A. (Hons) courses, abstraction is making a come-back but with nothing new to offer, while figuration can perhaps be reported in its mood and confidence by reference to an untitled work by Kim Thomas. A starched or waxed costume of clothes, scarecrow like, hangs on the wall, flattened and stretched against its background. As the figure is made out, into which all life in the clothes has apparently dripped out.

Only a few of the women present life-honouring work: Vicki Cook's abrupt close-ups of childhood in "Skinner" and "The Cartwheel"; Jayne Cominetti's bold image, a statuette squatting female figure looking out at us and along from her a parallel little squatted, sculptured figure.

And in one of the most overtly simple paintings, again untitled,

Anne Topping has placed three women, in sombre suits, their backs to us as they gaze out past unspecified pillars to an unspecified landscape. This ability to pass comment and beg questions is missing from most of the men's work; they seem to have twisted their materials into artistic contortions for no purpose. Or played at being serious. Kevin Spragg's untitled mixed-media piece resembles something you might find on a quay, be puzzled as to what it is but assume it has some useful purpose. This parodying of traditional, functional machinery is a common theme, along with the macho jokes: Lee Booth's "Beer drinking apparatus". For instance, and David Reece's "Squat". This wooden crouching human with flat boards for a head disturbed me at first, until I saw that it was just the "two short planks" fibe.

D. J. Hart

Calling all publishers . . .

There is still time to submit books for the TES Information Book Awards. The closing date for entries is August 31.

Manchester University will be the venue for the next conference of the Association for the Teaching of Caribbean and African Literature, which takes place from 18-20 September. Key talks will be given by the Kenyan writer Micere Alpha-Mugo and by the Guyanese novelist Wilson Harris, and there will be sessions on writers in relation to their history. Details can be obtained from: Mavis Hawkey, 81 Abingdon Villas, London W8 01 937 1704.

Impressions of Paris seen through the eyes of its painters. This delightful 25-minute film captures the charm and beauty of romantic Paris through the eyes of its painters. It contrasts the City as it was, on the canvases of its artists, and as it is today, in photographs that define its essential character. Available free on loan to bona fide societies and organizations. apply for: - TIME OFF LIMITED 2a Chester Close, London, SW1. Tel. 01-235 6070.

Trevor Lunn

resources

Cleanliness and godliness

Victoria Neumark reviews 'Down with Dirt' at the Geffrye Museum

Down with Dirt Summer Holiday Project. Until August 29. Geffrye Museum, Kingsland Road, London E2

"A museum is not is not a playground. It's great fun to come on the summer holiday project, but it is educational", stresses Anne Marie Blum at the Geffrye. For those London children aged between eight and 16 who prefer the adventure of learning to tearing around bashing each other up, *Down with Dirt* is a lot of fun.

Children, after all, often sympathise with Madame de Montespan who, on being reproved for the dirtiness of her hands remarked, "But you should see my feet!" "How dirty was dirty?" was the theme during the first week of the project and the teachers in charge suggested reasons (water supply, fashions) why even Queen Elizabeth I, the cleanest woman of her time, took no more than a bath a month. Wearing calico smocks, some children grubbed about in the mud. They used straw, sand or grass to clean themselves, with vaseline to add a greasy touch. Other lucky souls were debauched with make-up to represent the disfiguring skin disorders of those times, and they followed the family trees of the multifarious vermin who thrived in pus and filth.

Filth did not reign entirely supreme, however, even in the court where James I slobbered and stank. The children used Culpeper's essences to blend the heady perfumes, pomanders and pot-pourri beloved of ladies more delicate than Mme de Montespan. The post-Regency discovery of cleanliness with godliness, and the widespread distribution of factory-produced soap, were celebrated in lovingly decorated soap wrappers and bathsalt jars. Some lucky children completed the historical transformation by shedding their smocks and gambolling in swimsuits in hipbaths, Victorian style.

Three more parts of the project feature: Cleaning, Ill Effects of Dirt, and Our Towns. Many outside trips and film shows are included. Cleaning takes in a visit to the Science Museum to look at Victorian mod cons. Ill Effects of Dirt includes a trip to the Chelsea Physic Garden where the children can sketch herbs for their own herbal; there is another visit, to look at medical impediments in the Wellcome Museum; and also to St Barts to see the Hogarth Staircase. Our Towns, as well as an excursion for manhole-cover rubbing, will feature a visit to a water pumping station. For all these trips children need to have a letter of consent from their parents.

To get the most out of the visits they should be taken in the context of the project as a whole. That

Victorian fetish, Cleanliness, will be experienced through workshop activities of laundering, metal polishing, soap and polish manufacture, stain-removing, carpet-cleaning and dyeing. Just an idea of the endless time spend on one task should amaze and impress; it was not uncommon to spend three hours polishing a table, until a vase of flowers was perfectly reflected.

Ill Effects of Dirt will look at the social history of epidemics and the discovery of aseptis and anaesthesia. In a herbal remedy workshop children will mix up the more harmless of apothecaries' simples, while a talk from the St John's Ambulance Brigade will explain the rudiments of modern first aid. Even an eight year old can learn to stop an injured person from bleeding. And, in Our Towns, even an eight year old can learn to stop dropping litter and appreciate the installation of public parks and municipal conveniences.

The Geffrye can accommodate 60 or so active children at a time, but that is stretching its staff of six pretty far. There is a canteen for refreshments and plenty of space to eat sandwiches. Sessions run from 10 am to 12.30 pm and from 2 pm to 4 pm Tuesday to Saturday and they try to keep as many activities as possible rotating, so that those who miss a day or two can catch up.

More and more museums are trim-



"Maids of All Work" by John Fennie.

ming down or closing their summer programmes, because of abuse by parents who see them as playgrounds. The Geffrye has a Handling Collection of Victoriana, and thousands of children pass through its room every year. If they are to

get the most out of the study of history, an appreciation of the lives and struggles of bygone times, projects such as *Down with Dirt* are a marvellous way in - but one that demands attentiveness and care from teachers and parents too.

Questions from the particular

James Bromwich on a new series of topic books related to exhibitions



Tudor Life and Dress by Edith Freeman. Victorian Life and Transport by Richard Dunning. Thomas Nelson & Sons Ltd, Nelson House, Mayfield Road, Welton on Thames, Surrey. £1.50 each.

It is a real pleasure to welcome such a worthwhile new series as *Keys to the Past*, a joint venture between the Museum of London and Thomas Nelson. They represent a genuine addition to the good historical topic books for children. They are aimed at the middle school child but it is hoped that they will appeal not only to the teacher, but also to the casual family buyer stimulated by a vaguer interest, or a museum visit. They deserve success because this broader aim has not undermined their educational value. Indeed it has probably strengthened it by encouraging the production of books that are a pleasure to handle.

The quality of reproduction is excellent. Rich, warm colour photographs are used on the covers and it is difficult to resist browsing when every page has interesting and often new illustrative material. The text is printed clearly, and is never so abbreviated that it becomes simply comment on the pictures. The good quality paper enhances the sense of satisfaction that comes from such well thought out books.

The format is deceptively simple. Each aspect of a topic is normally covered on a double page. "Clothes were precious possessions" examines

the attitudes to clothes by the different classes, and is gloriously illustrated with a subdued, glowing reproduction of the Field of the Cloth of Gold. "Human Moles" deals with the difficulties faced by the first London underground, including its environmental impact, and uses five prints and photographs. This approach in no way breaks up the continuity since all the topics are logically linked. "Human Moles" for example, leads to the "Use of Electricity". But it does suggest the sort of work a child might be able to manage in a lesson - reassuring to

Coverage is comprehensive. Fortunately, neither author has made the mistake of filling their book with too many facts, probably because their purpose has been kept so clearly in view. Edith Freeman in her first paragraph expresses what is implicit for both: "This book aims to show you how the Tudors dressed. It asks you to discover why they dressed as they did. This will give you a key to the kind of life they lived".

This discovery is made by starting from the familiar and asking questions. It is a well tried educational

principle to move from the known to the unknown, but it is rarely carried through with such a feel for the historical period. "The nation takes to uniform" leads the child from modern uniforms (shown in photographs) to listing occupations involving wearing a uniform, and then to the question of why uniforms evolved. This leads back to Tudor liveries and armour and tackles the question of clothes enhancing status and how this has changed, through comparisons of royalty, officers of justice and teachers.

The sheer quantity of clothing worn by the Tudors is considered and this leads to a discussion on 16th century housing. The woolen industry is not only handled in terms of the major role it had in the period, and how wool was made (with an easy way for children to do some spinning), but it also examines the social implications of enclosures through looking at our current government's expropriations over the money it gets from smoking and the health problem this creates. The approach is simple, but it is a real issue and a valid comparison.

Victorian Life and Transport, as one would expect, stresses the impact communications had in changing the potential of people's lives in the 19th century. It is not simply a railway history, though it does have a section, "The Railway Revolution", which begins with a picture of a flying saucer landing in a playground among startled children. It makes immediate sense out of a quotation on the arrival of the first "iron monster" at Barrow-in-Furness, and gives Fanny Kemble's famous description of The Rocket.

Stories and information are drawn from a wide variety of contemporary sources, ranging from Dickens to contemporary "hallmarks" and the memories of old men. Well known pictures, like Brunel standing by the Great Eastern's chains, are balanced by beautifully coloured Valentine and humorous cards (illustrating the impact of the postal service). This book is as successful as that on the Tudor period in bringing out the significance of changing communica-



Left, sixteenth century clergyman and statesman. Centre, Elizabeth I with attendants. Above, William Kemp's jig from London to Norwich. The 116 miles took him nine days.

tions in terms of standardized houses, separation between rich and poor, availability of food, and many more features.

Certainly there are some faults, all minor and easily remediable in a second edition. It is a pity the clever idea of asking children to read a gravestone to find that all the family died in the same village is not difficult by the time reproduction. This type of failure is happily rare, as most of the pictures are interesting enough to make the search a fascinating feature. Richard Dunning uses to the full with Frith's "Railway Station".

Occasionally the questions are loaded: asking the reader to look at the picture of Barbara Gamage and her children leads to the question "would you like to change clothes with these Tudor boys and girls?" rather than "Explain your choice". Both books manage to avoid a common pitfall of a book on costume, which usually goes on their way to make fashion sense of it only applies to girls. And it is interesting to read about the thought of Aldgate in the transport book.

It is possible that the language is really more suited to the younger secondary rather than top junior children; certainly some younger children would have difficulty with terms like "profession" and "insult respect". Conversely, these books might well be valuable guides on how to approach CSE project work, as they are both fine examples of how to generalize from the particular. The use of picture is an object lesson and they deserve all possible success.

Sound conservationist principles

by David Alexander

Ways of Life by Nigel Middleton. Two filmstrips, cassette, teachers' notes. Mary Glasgow Publications Ltd, 140 Kensington Church Street, London W8 4BN. £22 a set, plus VAT and postage.

This programme has a clear direction: through it, says the author, "we will be undertaking a journey. We shall travel from the Equator to the Poles, looking as we go at the different types of climate, and at the ways in which vegetation, wildlife and people have adapted to them, and we shall look at some of the threats the natural environment faces in the twentieth century".

Ways of Life is in two parts and has a total running time of 37 minutes. It has four main aims. Firstly, it attempts to provide students with the opportunity to examine the effect of climate on every aspect of life on earth. Secondly, it tries to encourage students to consider the extent to

which our lives are still governed by forces beyond our control. Thirdly, it gives them the chance to see human lifestyles in the context of the natural environment. Finally, the whole programme is designed - on sound conservation principles - to be used over a continuous period of classroom study, and not simply on odd occasions. The ability to see contrasts and make comparisons is encouraged by arranging the colour slides in a pattern for each of the five climatic areas covered.

The programme is considered most appropriate for geography, sociology, anthropology, general studies and the integrated humanities scheme. It was designed for a five-form entry school, but is capable of adjustment. A suggested teaching method is given, in which the programme is made the central focus of a prolonged piece of work in the integrated studies syllabus.

While supporting the written, oral and organizational skills that are encouraged, there must also be oppor-

tunities for the integration of numerical and graphic skills, particularly in view of the readily available statistical data on the physical environment.

There are a series of suggested class discussions which should be widened to bring in environmental problems and the links between them and our lifestyle. Alternative lifestyles are increasingly relevant in the fight against problems such as energy resources, employment and job satisfaction. While we need to encourage young people to understand the way of life of societies around the world, it is also important that these are clearly contrasted and compared with those of our own country.

Three questions are posed for the future. How far will our technological lifestyles benefit other parts of the world? Does the natural environment have little relevance for present day society? Is there still an important place for ways of life based on sand and snow, trees and grass? There is much room for thought here.



From "Ways of Life" part 2

Extractions

by Harold Appleton

Environmental effects of mineral extraction by T. C. Middleton. Focal Point Audiovisual Ltd, Portsmouth. £10.75 plus postage and VAT.

All living things are in competition for food and living space, always to the potential detriment of other species. No other species but man, however, has the ability to transform a countryside so completely. The natural forest lands which were Britain have now almost vanished, and have been replaced by farms, towns, factories and networks of road and rail. The natural population of Britain has been, and still continues to be, changed.

This series of slides aims to illustrate some aspects of this change, and some of the ways in which Man is at last endeavouring to lessen the effects of the devastation. Although mineral extraction is only one of many ways Man destroys his environment, it is frequently the most important. Not only are the results unsightly, but occasionally they are actively harmful to health.

Within the compass of forty slides we are guided firmly through a series of such processes. Some idea of the original British landscape are first considered, together with the first of the "changers" - Neolithic Man.

The effects of Roman occupation are illustrated by reference to the lead mines of the Mendips, Shropshire and Derbyshire. Later mining efforts from the seventeenth to the nineteenth centuries are shown, and some of the effects of pollution by lead on the land and animals are mentioned.

Swarming, with its accompanying subsidence and salt flashes, occupies ten slides. Slate quarries, china clay workings, limestone quarries and gravel pits are all illustrated. The photography and reproduction of the slides are of a very high standard. They are presented in a hard-backed ring folder containing two transparent sheets, each holding 20 slides in pockets. The short explanatory booklet arouses my only criticism: it would have been much more convenient to have a taped commentary.

The slides could have a wide use in school: geography, and environmental science departments would find them useful, and ecologists in the biology department could make them a basis of a very interesting course of study. This material offers a sensible, factual account of one aspect of human life, and of how its effects can be made less devastating for the countryside and its inhabitants; and aesthetically better for human beings.

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